

58.7 **ARTICLE 3**  
58.8 **EDUCATION EXCELLENCE**

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**S0978-3**

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**UEH0630-1**

59.26 Section 1. Minnesota Statutes 2012, section 120A.22, subdivision 5, is amended to read:

59.27 Subd. 5. **Ages and terms.** (a) Every child between seven and ~~16~~ 17 years of age must

59.28 receive instruction unless the child has graduated. Every child under the age of seven who

59.29 is enrolled in a half-day kindergarten, or a full-day kindergarten program on alternate days,

59.30 or other kindergarten programs shall receive instruction. Except as provided in subdivision

59.31 6, a parent may withdraw a child under the age of seven from enrollment at any time.

60.1 (b) A school district by annual board action may require children subject to this

60.2 subdivision to receive instruction in summer school. A district that acts to require children

60.3 to receive instruction in summer school shall establish at the time of its action the criteria

60.4 for determining which children must receive instruction.

60.5 (c) A pupil 16 years of age or older who meets the criteria of section 124D.68,

60.6 subdivision 2, may be assigned to an area learning center. Such assignment may be made

60.7 only after consultation with the principal, area learning center director, and parent or

60.8 guardian.

60.9 **EFFECTIVE DATE.** This section is effective for the 2014-2015 school year and

60.10 later.

60.11 Sec. 2. Minnesota Statutes 2012, section 120A.22, subdivision 8, is amended to read:

60.12 Subd. 8. **Withdrawal from school.** Any student ~~between 16 and 18~~ who is 17 years

60.13 old who seeks to withdraw from school, and the student's parent or guardian must:

60.14 (1) attend a meeting with school personnel to discuss the educational opportunities

60.15 available to the student, including alternative educational opportunities; and

60.16 (2) sign a written election to withdraw from school.

60.17 Sec. 3. Minnesota Statutes 2012, section 120A.22, subdivision 11, is amended to read:

60.18 Subd. 11. **Assessment of performance.** (a) Each year the performance of every  
60.19 child ages seven through 16 and every child ages 16 through 17 for which an initial  
60.20 report was filed pursuant to section 120A.24, subdivision 1, after the child is 16 and who  
60.21 is not enrolled in a public school must be assessed using a nationally norm-referenced  
60.22 standardized achievement examination. The superintendent of the district in which the  
60.23 child receives instruction and the person in charge of the child's instruction must agree about  
60.24 the specific examination to be used and the administration and location of the examination.

60.25 (b) To the extent the examination in paragraph (a) does not provide assessment in  
60.26 all of the subject areas in subdivision 9, the parent must assess the child's performance  
60.27 in the applicable subject area. This requirement applies only to a parent who provides  
60.28 instruction and does not meet the requirements of subdivision 10, clause (1), (2), or (3).

60.29 (c) If the results of the assessments in paragraphs (a) and (b) indicate that the  
60.30 child's performance on the total battery score is at or below the 30th percentile or one  
60.31 grade level below the performance level for children of the same age, the parent must  
60.32 obtain additional evaluation of the child's abilities and performance for the purpose of  
60.33 determining whether the child has learning problems.

61.1 (d) A child receiving instruction from a nonpublic school, person, or institution that  
61.2 is accredited by an accrediting agency, recognized according to section 123B.445, or  
61.3 recognized by the commissioner, is exempt from the requirements of this subdivision.

61.4 **EFFECTIVE DATE.** This section is effective for the 2014-2015 school year and  
61.5 later.

61.6 Sec. 4. Minnesota Statutes 2012, section 120A.22, subdivision 12, is amended to read:

61.7 Subd. 12. **Legitimate exemptions.** (a) A parent, guardian, or other person  
61.8 having control of a child may apply to a school district to have the child excused from  
61.9 attendance for the whole or any part of the time school is in session during any school  
61.10 year. Application may be made to any member of the board, a truant officer, a principal,  
61.11 or the superintendent. The school district may state in its school attendance policy that  
61.12 it may ask the student's parent or legal guardian to verify in writing the reason for  
61.13 the child's absence from school. A note from a physician or a licensed mental health  
61.14 professional stating that the child cannot attend school is a valid excuse. The board of the  
61.15 district in which the child resides may approve the application upon the following being  
61.16 demonstrated to the satisfaction of that board:

61.17 (1) that the child's physical or mental health is such as to prevent attendance at  
61.18 school or application to study for the period required, which includes:

61.19 (i) child illness, medical, dental, orthodontic, or counseling appointments;

61.20 (ii) family emergencies;

61.21 (iii) the death or serious illness or funeral of an immediate family member;

61.22 (iv) active duty in any military branch of the United States;

61.23 (v) the child has a condition that requires ongoing treatment for a mental health

61.24 diagnosis; or

61.25 (vi) other exemptions included in the district's school attendance policy;

61.26 (2) that the child has already completed state and district standards required for

61.27 graduation from high school; or

61.28 (3) that it is the wish of the parent, guardian, or other person having control of the

61.29 child, that the child attend for a period or periods not exceeding in the aggregate three

61.30 hours in any week, a school for religious instruction conducted and maintained by some

61.31 church, or association of churches, or any Sunday school association incorporated under

61.32 the laws of this state, or any auxiliary thereof. This school for religious instruction must

61.33 be conducted and maintained in a place other than a public school building, and it must

61.34 not, in whole or in part, be conducted and maintained at public expense. However, a child

62.1 may be absent from school on such days as the child attends upon instruction according to

62.2 the ordinances of some church.

62.3 (b) A parent may withdraw their child from an all-day, every-day kindergarten

62.4 program and put their child in a half-day program, if offered, or an alternate-day program

62.5 without being truant. The school district must have a policy to accommodate a parent that

62.6 wants another option when the district only offers all-day, every-day kindergarten.

62.7 Sec. 5. Minnesota Statutes 2012, section 120A.24, subdivision 1, is amended to read:

62.8 Subdivision 1. **Reports to superintendent.** (a) The person or nonpublic school in

62.9 charge of providing instruction to a child must submit to the superintendent of the district

62.10 in which the child resides the name, birth date, and address of the child; the annual tests

62.11 intended to be used under section 120A.22, subdivision 11, if required; the name of each

62.12 instructor; and evidence of compliance with one of the requirements specified in section

62.13 120A.22, subdivision 10:

62.14 (1) by October 1 of the first school year the child receives instruction after reaching

62.15 the age of seven;

62.16 (2) within 15 days of when a parent withdraws a child from public school after

62.17 age seven to provide instruction in a nonpublic school that is not accredited by a

62.18 state-recognized accredited agency;

62.19 (3) within 15 days of moving out of a district; and

62.20 (4) by October 1 after a new resident district is established.

62.21 (b) The person or nonpublic school in charge of providing instruction to a child  
62.22 between the ages of seven and 16 and every child ages 16 through 17 for which an  
62.23 initial report was filed pursuant to this subdivision after the child is 16 must submit, by  
62.24 October 1 of each school year, a letter of intent to continue to provide instruction under  
62.25 this section for all students under the person's or school's supervision and any changes to  
62.26 the information required in paragraph (a) for each student.

62.27 (c) The superintendent may collect the required information under this section  
62.28 through an electronic or Web-based format, but must not require electronic submission of  
62.29 information under this section from the person in charge of reporting under this subdivision.

62.30 **EFFECTIVE DATE.** This section is effective for the 2014-2015 school year and  
62.31 later.

**S0978-3**

14.29 Section 1. [120A.37] CLASSROOM PLACEMENT; TEACHER RATING.

14.30 (a) Beginning in the 2016-2017 school year, consistent with the teacher evaluations  
14.31 under sections 122A.40, subdivision 8, and 122A.41, subdivision 5, a school administrator  
14.32 must not place a student in kindergarten through grade 4 for consecutive school years in  
15.1 the classroom of a teacher who received the lowest evaluation rating, unless the school  
15.2 does not have another teacher at that grade level.

15.3 (b) Beginning in the 2016-2017 school year, consistent with the teacher evaluations  
15.4 under sections 122A.40, subdivision 8, and 122A.41, subdivision 5, a school administrator  
15.5 must not place a student in grades five through twelve for consecutive school years in the  
15.6 classroom of a teacher in the same subject area who received the lowest evaluation rating,  
15.7 unless the school does not have another teacher in that subject area.

15.8 (c) The department, in consultation with the stakeholders under sections 122A.40,  
15.9 subdivision 8, and 122A.41, subdivision 5, must review the classroom placement policies  
15.10 under this section and must, no later than January 15, 2014, make a recommendation to  
15.11 the legislative committees and divisions having jurisdiction over kindergarten through  
15.12 grade 12 education funding and policy regarding implementation of these policies.

**NOTE: ARTICLE 3, SECTION 2 MATCHED WITH HOUSE ARTICLE 2, SECTION 8**

58.9 Section 1. Minnesota Statutes 2012, section 121A.22, subdivision 2, is amended to read:  
58.10 Subd. 2. **Exclusions.** In addition, this section does not apply to drugs or medicine  
58.11 that are:

58.12 (1) purchased without a prescription;

58.13 (2) used by a pupil who is 18 years old or older;

58.14 (3) used in connection with services for which a minor may give effective consent,

58.15 including section 144.343, subdivision 1, and any other law;

58.16 (4) used in situations in which, in the judgment of the school personnel who are

58.17 present or available, the risk to the pupil's life or health is of such a nature that drugs or

58.18 medicine should be given without delay;

58.19 (5) used off the school grounds;

58.20 (6) used in connection with athletics or extra curricular activities;

58.21 (7) used in connection with activities that occur before or after the regular school day;

58.22 (8) provided or administered by a public health agency to prevent or control an

58.23 illness or a disease outbreak as provided for in sections 144.05 and 144.12;

58.24 (9) prescription asthma or reactive airway disease medications self-administered by

58.25 a pupil with an asthma inhaler if the district has received a written authorization from the

58.26 pupil's parent permitting the pupil to self-administer the medication, the inhaler is properly

58.27 labeled for that student, and the parent has not requested school personnel to administer

58.28 the medication to the pupil. The parent must submit written authorization for the pupil to

58.29 self-administer the medication each school year; or

58.30 (10) ~~prescription nonsyringe injectors~~ of epinephrine auto-injectors, consistent with

58.31 section 121A.2205, if the parent and prescribing medical professional annually inform

58.32 the pupil's school in writing that (i) the pupil may possess the epinephrine or (ii) the

58.33 pupil is unable to possess the epinephrine and requires immediate access to ~~nonsyringe~~

59.1 ~~injectors of epinephrine auto-injectors~~ that the parent provides properly labeled to the

59.2 school for the pupil as needed.

59.3 Sec. 2. Minnesota Statutes 2012, section 121A.2205, is amended to read:

59.4 **121A.2205 POSSESSION AND USE OF NONSYRINGE INJECTORS OF**

59.5 **EPINEPHRINE AUTO-INJECTORS; MODEL POLICY.**

59.6 Subdivision 1. Definitions. As used in this section:

59.7 (1) "administer" means the direct application of an epinephrine auto-injector to

59.8 the body of an individual;

59.9 (2) "epinephrine auto-injector" means a device that automatically injects a

59.10 premeasured dose of epinephrine; and

59.11 (3) "school" means a public school under section 120A.22, subdivision 4, or a

59.12 nonpublic school, excluding a home school, under section 120A.22, subdivision 4, that

59.13 is subject to the federal Americans with Disabilities Act.

59.14 Subd. 2. **Plan for use of epinephrine auto-injectors.** (a) At the start of each school  
 59.15 year or at the time a student enrolls in school, whichever is first, a student's parent, school  
 59.16 staff, including those responsible for student health care, and the prescribing medical  
 59.17 professional must develop and implement an individualized written health plan for a  
 59.18 student who is prescribed ~~nonsyringe injectors of~~ epinephrine auto-injectors that enables  
 59.19 the student to:

59.20 (1) possess ~~nonsyringe injectors of~~ epinephrine auto-injectors; or

59.21 (2) if the parent and prescribing medical professional determine the student is unable  
 59.22 to possess the epinephrine, have immediate access to ~~nonsyringe injectors of~~ epinephrine  
 59.23 auto-injectors in close proximity to the student at all times during the instructional day.

59.24 The plan must designate the school staff responsible for implementing the student's  
 59.25 health plan, including recognizing anaphylaxis and administering ~~nonsyringe injectors of~~  
 59.26 epinephrine auto-injectors when required, consistent with section 121A.22, subdivision 2,  
 59.27 clause (10). This health plan may be included in a student's 504 plan.

59.28 (b) ~~A school under this section is a public school under section 120A.22, subdivision~~  
 59.29 ~~4, or a nonpublic school, excluding a home school, under section 120A.22, subdivision 4,~~  
 59.30 ~~that is subject to the federal Americans with Disabilities Act. Other nonpublic schools are~~  
 59.31 encouraged to develop and implement an individualized written health plan for students  
 59.32 requiring ~~nonsyringe injectors of~~ epinephrine auto-injectors, consistent with this section  
 59.33 and section 121A.22, subdivision 2, clause (10).

60.1 (c) A school district and its agents and employees are immune from liability for  
 60.2 any act or failure to act, made in good faith, in implementing this section and section  
 60.3 121A.2207.

60.4 (d) The education commissioner may develop and transmit to interested schools a  
 60.5 model policy and individualized health plan form consistent with this section and federal  
 60.6 504 plan requirements. The policy and form may:

60.7 (1) assess a student's ability to safely possess ~~nonsyringe injectors of~~ epinephrine  
 60.8 auto-injectors;

60.9 (2) identify staff training needs related to recognizing anaphylaxis and administering  
 60.10 epinephrine when needed;

60.11 (3) accommodate a student's need to possess or have immediate access to ~~nonsyringe~~  
 60.12 ~~injectors of~~ epinephrine auto-injectors in close proximity to the student at all times during  
 60.13 the instructional day; and

60.14 (4) ensure that the student's parent provides properly labeled ~~nonsyringe injectors of~~  
 60.15 epinephrine auto-injectors to the school for the student as needed.

60.16 (e) Additional ~~nonsyringe injectors of~~ epinephrine auto-injectors may be available in  
 60.17 school first aid kits.

60.18 (f) The school board of the school district must define instructional day for the  
60.19 purposes of this section.

60.20 Sec. 3. [121A.2207] LIFE-THREATENING ALLERGIES IN SCHOOLS;  
60.21 STOCK SUPPLY OF EPINEPHRINE AUTO-INJECTORS.

60.22 Subdivision 1. **Districts and schools permitted to maintain supply.**

60.23 Notwithstanding section 151.37, districts and schools may obtain and possess epinephrine  
60.24 auto-injectors to be maintained and administered by school personnel to a student or  
60.25 other individual if, in good faith, it is determined that person is experiencing anaphylaxis  
60.26 regardless of whether the student or other individual has a prescription for an epinephrine  
60.27 auto-injector. The administration of an epinephrine auto-injector in accordance with  
60.28 this section is not the practice of medicine.

60.29 Subd. 2. **Arrangements with manufacturers.** A district or school may enter into  
60.30 arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine  
60.31 auto-injectors at fair-market, free, or reduced prices. A third party, other than a  
60.32 manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

60.33 Sec. 4. Minnesota Statutes 2012, section 122A.09, subdivision 4, is amended to read:

61.1 Subd. 4. **License and rules.** (a) The board must adopt rules to license public school  
61.2 teachers and interns subject to chapter 14.

15.27 Sec. 3. Minnesota Statutes 2012, section 121A.39, is amended to read:

15.28 **121A.39 SCHOOL COUNSELORS.**

15.29 (a) A school district is strongly encouraged to have an adequate student-to-counselor  
15.30 ratio for its students beginning in the 2015-2016 school year and later.

15.31 (b) A school counselor shall assist a student in meeting the requirements for high  
15.32 school graduation, college and career exploration, and selection, college affordability  
15.33 planning, and successful transitions into postsecondary education or training.

16.1 Sec. 4. Minnesota Statutes 2012, section 122A.09, subdivision 4, is amended to read:

16.2 Subd. 4. **License and rules.** (a) The board must adopt rules to license public school  
16.3 teachers and interns subject to chapter 14.

61.3 (b) The board must adopt rules requiring a person to pass a college-level skills  
 61.4 examination in reading, writing, and mathematics as a requirement for initial teacher  
 61.5 licensure, except that the board may issue up to three additional temporary, one-year  
 61.6 teaching licenses to an otherwise qualified candidate who has not passed the skills exam at  
 61.7 the time the candidate successfully completes an approved teacher preparation program.  
 61.8 Such rules must require college and universities offering a board-approved teacher  
 61.9 preparation program to provide remedial assistance to persons who did not achieve a  
 61.10 qualifying score on the college-level skills examination, including those for whom English  
 61.11 is a second language.

61.12 (c) The board must adopt rules to approve teacher preparation programs. The board,  
 61.13 upon the request of a postsecondary student preparing for teacher licensure or a licensed  
 61.14 graduate of a teacher preparation program, shall assist in resolving a dispute between the  
 61.15 person and a postsecondary institution providing a teacher preparation program when the  
 61.16 dispute involves an institution's recommendation for licensure affecting the person or the  
 61.17 person's credentials. At the board's discretion, assistance may include the application  
 61.18 of chapter 14.

61.19 (d) The board must provide the leadership and adopt rules for the redesign of teacher  
 61.20 education programs to implement a research based, results-oriented curriculum that  
 61.21 focuses on the skills teachers need in order to be effective. The board shall implement new  
 61.22 systems of teacher preparation program evaluation to assure program effectiveness based  
 61.23 on proficiency of graduates in demonstrating attainment of program outcomes. Teacher  
 61.24 preparation programs including alternative teacher preparation programs under section  
 61.25 122A.245, among other programs, must include a content-specific, board-approved,  
 61.26 performance-based assessment that measures teacher candidates in three areas: planning  
 61.27 for instruction and assessment; engaging students and supporting learning; and assessing  
 61.28 student learning.

61.29 (e) The board must adopt rules requiring candidates for initial licenses to pass an  
 61.30 examination of general pedagogical knowledge and examinations of licensure-specific  
 61.31 teaching skills. The rules shall be effective by September 1, 2001. The rules under this  
 61.32 paragraph also must require candidates for initial licenses to teach prekindergarten or  
 61.33 elementary students to pass, as part of the examination of licensure-specific teaching  
 61.34 skills, test items assessing the candidates' knowledge, skill, and ability in comprehensive,  
 61.35 scientifically based reading instruction under section 122A.06, subdivision 4, and their  
 61.36 knowledge and understanding of the foundations of reading development, the development  
 62.1 of reading comprehension, and reading assessment and instruction, and their ability to  
 62.2 integrate that knowledge and understanding.

16.4 (b) The board must adopt rules requiring a person to pass a skills examination in  
 16.5 reading, writing, and mathematics as a requirement for initial teacher licensure, except  
 16.6 that the board may issue a temporary, one-year teaching license to an otherwise qualified  
 16.7 candidate who has not passed the skills exam at the time the candidate successfully  
 16.8 completes an approved teacher preparation program. A person who is a nonnative English  
 16.9 language speaker as verified by qualified Minnesota school district personnel or Minnesota  
 16.10 higher education institution faculty and who directly instructs in that other language or  
 16.11 provides world language instruction under section 120B.022, subdivision 1, in that other  
 16.12 language may take and pass the skills examination at any time up to 36 months after  
 16.13 becoming otherwise eligible for an initial teaching license and may hold a temporary  
 16.14 teaching license during that time. Such rules must require college and universities offering  
 16.15 a board-approved teacher preparation program to provide remedial assistance to persons  
 16.16 who did not achieve a qualifying score on the skills examination, including those for  
 16.17 whom English is a second language.

16.18 (c) The board must adopt rules to approve teacher preparation programs. The board,  
 16.19 upon the request of a postsecondary student preparing for teacher licensure or a licensed  
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 16.21 person and a postsecondary institution providing a teacher preparation program when the  
 16.22 dispute involves an institution's recommendation for licensure affecting the person or the  
 16.23 person's credentials. At the board's discretion, assistance may include the application  
 16.24 of chapter 14.

16.25 (d) The board must provide the leadership and adopt rules for the redesign of teacher  
 16.26 education programs to implement a research based, results-oriented curriculum that  
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 16.33 for instruction and assessment; engaging students and supporting learning; and assessing  
 16.34 student learning.

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 17.6 knowledge and understanding of the foundations of reading development, the development  
 17.7 of reading comprehension, and reading assessment and instruction, and their ability to  
 17.8 integrate that knowledge and understanding.



62.3 (f) The board must adopt rules requiring teacher educators to work directly with  
 62.4 elementary or secondary school teachers in elementary or secondary schools to obtain  
 62.5 periodic exposure to the elementary or secondary teaching environment.

62.6 (g) The board must grant licenses to interns and to candidates for initial licenses  
 62.7 based on appropriate professional competencies that are aligned with the board's licensing  
 62.8 system and students' diverse learning needs. The board must include these licenses in a  
 62.9 statewide differentiated licensing system that creates new leadership roles for successful  
 62.10 experienced teachers premised on a collaborative professional culture dedicated to meeting  
 62.11 students' diverse learning needs in the 21st century and formalizes mentoring and induction  
 62.12 for newly licensed teachers that is provided through a teacher support framework.

62.13 (h) The board must design and implement an assessment system which requires a  
 62.14 candidate for an initial license and first continuing license to demonstrate the abilities  
 62.15 necessary to perform selected, representative teaching tasks at appropriate levels.

62.16 (i) The board must receive recommendations from local committees as established  
 62.17 by the board for the renewal of teaching licenses.

62.18 (j) The board must grant life licenses to those who qualify according to requirements  
 62.19 established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and  
 62.20 214.10. The board must not establish any expiration date for application for life licenses.

62.21 (k) The board must adopt rules that require all licensed teachers who are renewing  
 62.22 their continuing license to include in their renewal requirements further preparation in  
 62.23 the areas of using positive behavior interventions and in accommodating, modifying, and  
 62.24 adapting curricula, materials, and strategies to appropriately meet the needs of individual  
 62.25 students and ensure adequate progress toward the state's graduation rule.

62.26 (l) In adopting rules to license public school teachers who provide health-related  
 62.27 services for disabled children, the board shall adopt rules consistent with license or  
 62.28 registration requirements of the commissioner of health and the health-related boards who  
 62.29 license personnel who perform similar services outside of the school.

62.30 (m) The board must adopt rules that require all licensed teachers who are renewing  
 62.31 their continuing license to include in their renewal requirements further reading  
 62.32 preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect  
 62.33 until they are approved by law. Teachers who do not provide direct instruction including, at  
 62.34 least, counselors, school psychologists, school nurses, school social workers, audiovisual  
 62.35 directors and coordinators, and recreation personnel are exempt from this section.

17.9 (f) The board must adopt rules requiring teacher educators to work directly with  
 17.10 elementary or secondary school teachers in elementary or secondary schools to obtain  
 17.11 periodic exposure to the elementary or secondary teaching environment.

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 17.18 for newly licensed teachers that is provided through a teacher support framework.

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 17.20 candidate for an initial license and first continuing license to demonstrate the abilities  
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 17.26 214.10. The board must not establish any expiration date for application for life licenses.

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 17.28 their continuing license to include in their renewal requirements further preparation in  
 17.29 the areas of using positive behavior interventions and in accommodating, modifying, and  
 17.30 adapting curricula, materials, and strategies to appropriately meet the needs of individual  
 17.31 students and ensure adequate progress toward the state's graduation rule.

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 17.33 services for disabled children, the board shall adopt rules consistent with license or  
 17.34 registration requirements of the commissioner of health and the health-related boards who  
 17.35 license personnel who perform similar services outside of the school.

18.1 (m) The board must adopt rules that require all licensed teachers who are renewing  
 18.2 their continuing license to include in their renewal requirements further reading  
 18.3 preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect  
 18.4 until they are approved by law. Teachers who do not provide direct instruction including, at  
 18.5 least, counselors, school psychologists, school nurses, school social workers, audiovisual  
 18.6 directors and coordinators, and recreation personnel are exempt from this section.

63.1 (n) The board must adopt rules that require all licensed teachers who are renewing  
 63.2 their continuing license to include in their renewal requirements further preparation,  
 63.3 first, in understanding the key warning signs of early-onset mental illness in children  
 63.4 and adolescents and then, during subsequent licensure renewal periods, preparation may  
 63.5 include providing a more in-depth understanding of students' mental illness trauma,  
 63.6 accommodations for students' mental illness, parents' role in addressing students' mental  
 63.7 illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942  
 63.8 governing restrictive procedures, and de-escalation methods, among other similar topics.

63.9 **EFFECTIVE DATE.** Paragraph (b) is effective the day following final enactment.  
 63.10 Paragraph (n) is effective August 1, 2014.

63.11 Sec. 5. Minnesota Statutes 2012, section 122A.18, subdivision 2, is amended to read:

63.12 Subd. 2. **Teacher and support personnel qualifications.** (a) The Board of  
 63.13 Teaching must issue licenses under its jurisdiction to persons the board finds to be  
 63.14 qualified and competent for their respective positions.

18.7 (n) The board must adopt rules that require all licensed teachers who are renewing  
 18.8 their continuing license to include in their renewal requirements further preparation,  
 18.9 first, in understanding the key warning signs of early-onset mental illness in children  
 18.10 and adolescents and then, during subsequent licensure renewal periods, preparation may  
 18.11 include providing a more in-depth understanding of students' mental illness, trauma,  
 18.12 accommodations for students' mental illness, parents' role in addressing students' mental  
 18.13 illness, Fetal Alcohol Spectrum Disorders, autism, the requirements of section 125A.0942  
 18.14 governing restrictive procedures, and de-escalation methods, among other similar topics.

18.15 (o) The board must establish an appeals process for nonnative English language  
 18.16 speaker candidates under paragraph (b) who have not achieved a passing score on the  
 18.17 examination. The appeals process must allow a candidate to demonstrate the candidate's  
 18.18 competence by an alternative, equally rigorous method.

18.19 **EFFECTIVE DATE.** Paragraphs (b) and (o) are effective the day following final  
 18.20 enactment. Paragraph (n) is effective August 1, 2014. The rules must be revised by the  
 18.21 Board of Teaching no later than January 1, 2015, based on the recommendations of the  
 18.22 Teacher Licensure Advisory Task Force as approved by the legislature.

18.23 Sec. 5. Minnesota Statutes 2012, section 122A.18, subdivision 2, is amended to read:

18.24 Subd. 2. **Teacher and support personnel qualifications.** (a) The Board of  
 18.25 Teaching must issue licenses under its jurisdiction to persons the board finds to be  
 18.26 qualified and competent for their respective positions.

63.15 (b) The board must require a person to pass an examination of college-level skills  
 63.16 in reading, writing, and mathematics before being granted an initial teaching license to  
 63.17 provide direct instruction to pupils in prekindergarten, elementary, secondary, or special  
 63.18 education programs, except that the board may issue up to three additional temporary,  
 63.19 one-year teaching licenses to an otherwise qualified candidate who has not passed the skills  
 63.20 exam at the time the candidate successfully completes an approved teacher preparation  
 63.21 program. The board must require colleges and universities offering a board approved  
 63.22 teacher preparation program to ~~provide~~ make available upon request remedial assistance  
 63.23 that includes a formal diagnostic component to persons enrolled in their institution who  
 63.24 did not achieve a qualifying score on the college-level skills examination, including those  
 63.25 for whom English is a second language. The colleges and universities must ~~provide~~ make  
 63.26 available assistance in the specific academic areas of deficiency in which the person did  
 63.27 not achieve a qualifying score. School districts may make available upon request similar,  
 63.28 appropriate, and timely remedial assistance that includes a formal diagnostic component  
 63.29 to those persons employed by the district who completed their teacher education program,  
 63.30 who did not achieve a qualifying score on the skills examination, including those persons  
 63.31 for whom English is a second language and persons under section 122A.23, subdivision  
 63.32 2, paragraph (h), who completed their teacher's education program outside the state of  
 63.33 Minnesota, and who received a temporary license to teach in Minnesota. The Board of  
 63.34 Teaching shall report annually to the education committees of the legislature on the total  
 63.35 number of teacher candidates during the most recent school year taking the college-level  
 64.1 skills examination, the number who achieve a qualifying score on the examination, the  
 64.2 number who do not achieve a qualifying score on the examination, the distribution of all  
 64.3 candidates' scores, the number of candidates who have taken the examination at least once  
 64.4 before, and the number of candidates who have taken the examination at least once before  
 64.5 and achieve a qualifying score.

64.6 (c) A person who has completed an approved teacher preparation program and has  
 64.7 been issued three temporary, one-year teaching licenses, but has not passed the skills exam,  
 64.8 may have the board renew the temporary license if the school district employing the licensee  
 64.9 requests that the licensee continue to teach for that district under a temporary license.

18.27 (b) The board must require a person to pass an examination of skills in reading,  
 18.28 writing, and mathematics before being granted an initial teaching license to provide direct  
 18.29 instruction to pupils in prekindergarten, elementary, secondary, or special education  
 18.30 programs, except that the board may issue a temporary, one-year teaching license to an  
 18.31 otherwise qualified candidate who has not passed the skills exam at the time the candidate  
 18.32 successfully completes an approved teacher preparation program. The board may grant  
 18.33 up to three one-year temporary teaching licenses to a person who is a nonnative English  
 18.34 language speaker as verified by qualified Minnesota school district personnel or Minnesota  
 18.35 higher education institution faculty and directly instructs in that other language or provides  
 19.1 world language instruction under section 120B.022, subdivision 1, in that other language,  
 19.2 consistent with section 122A.09, subdivision 4, paragraph (b). The board must require  
 19.3 colleges and universities offering a board approved teacher preparation program to  
 19.4 ~~provide~~ make available upon request remedial assistance that includes a formal diagnostic  
 19.5 component to persons enrolled in their institution who did not achieve a qualifying score  
 19.6 on the skills examination, including those for whom English is a second language. The  
 19.7 colleges and universities must ~~provide~~ make available assistance in the specific academic  
 19.8 areas of deficiency in which the person did not achieve a qualifying score. School districts  
 19.9 may make available upon request similar, appropriate, and timely remedial assistance that  
 19.10 includes a formal diagnostic component to those persons employed by the district who  
 19.11 completed their teacher education program, who did not achieve a qualifying score on  
 19.12 the skills examination, including those persons for whom English is a second language  
 19.13 and persons under section 122A.23, subdivision 2, paragraph (h), who completed their  
 19.14 teacher's education program outside the state of Minnesota, and who received a temporary,  
 19.15 one-year license to teach in Minnesota. The Board of Teaching shall report annually to the  
 19.16 education committees of the legislature on the total number of teacher candidates during  
 19.17 the most recent school year taking the skills examination, the number who achieve a  
 19.18 qualifying score on the examination, the number who do not achieve a qualifying score on  
 19.19 the examination, the distribution of all candidates' scores, the number of candidates who  
 19.20 have taken the examination at least once before, and the number of candidates who have  
 19.21 taken the examination at least once before and achieve a qualifying score, and the number  
 19.22 of nonnative English language speakers taking the examination under this paragraph.

19.23 (c) A person who has completed an approved teacher preparation program and  
 19.24 obtained a temporary, one-year teaching license, but has not passed the skills exam, may  
 19.25 have the board renew the temporary one-year license but not more than two times after  
 19.26 February 1, 2014, if the licensee:

19.27 (1) provides evidence of participating in an approved remedial assistance program  
 19.28 through a school district or postsecondary institution that includes a formal diagnostic  
 19.29 component in the specific subject areas the licensee did not pass;

19.30 (2) attempts to pass the skills exam during the one-year licensure period; and

19.31 (3) the school district employing the licensee requests that the licensee continue to  
 19.32 teach for that district under a temporary license.

64.10 (d) The Board of Teaching must grant continuing licenses only to those persons who  
 64.11 have met board criteria for granting a continuing license, which includes passing the  
 64.12 college-level skills examination in reading, writing, and mathematics.

64.13 ~~(d)~~ (e) All colleges and universities approved by the board of teaching to prepare  
 64.14 persons for teacher licensure must include in their teacher preparation programs a common  
 64.15 core of teaching knowledge and skills to be acquired by all persons recommended  
 64.16 for teacher licensure. This common core shall meet the standards developed by the  
 64.17 interstate new teacher assessment and support consortium in its 1992 "model standards for  
 64.18 beginning teacher licensing and development." Amendments to standards adopted under  
 64.19 this paragraph are covered by chapter 14. The board of teaching shall report annually to  
 64.20 the education committees of the legislature on the performance of teacher candidates  
 64.21 on common core assessments of knowledge and skills under this paragraph during the  
 64.22 most recent school year.

64.23 **EFFECTIVE DATE.** This section is effective the day following final enactment.

64.24 Sec. 6. Minnesota Statutes 2012, section 122A.23, subdivision 2, is amended to read:

64.25 Subd. 2. **Applicants licensed in other states.** (a) Subject to the requirements of  
 64.26 sections 122A.18, subdivision 8, and 123B.03, the Board of Teaching must issue a teaching  
 64.27 license or a temporary teaching license under paragraphs (b) to (e) to an applicant who holds  
 64.28 at least a baccalaureate degree from a regionally accredited college or university and holds  
 64.29 or held a similar out-of-state teaching license that requires the applicant to successfully  
 64.30 complete a teacher preparation program approved by the issuing state, which includes  
 64.31 field-specific teaching methods and student teaching or essentially equivalent experience.

64.32 (b) The Board of Teaching must issue a teaching license to an applicant who:

64.33 (1) successfully completed all exams and human relations preparation components  
 64.34 required by the Board of Teaching; and

65.1 (2) holds or held an out-of-state teaching license to teach the same content field and  
 65.2 grade levels if the scope of the out-of-state license is no more than one grade level less  
 65.3 than a similar Minnesota license.

65.4 (c) The Board of Teaching, consistent with board rules and paragraph (h), must  
 65.5 issue up to three one-year temporary teaching licenses to an applicant who holds or held  
 65.6 an out-of-state teaching license to teach the same content field and grade levels, where  
 65.7 the scope of the out-of-state license is no more than one grade level less than a similar  
 65.8 Minnesota license, but has not successfully completed all exams and human relations  
 65.9 preparation components required by the Board of Teaching.

19.33 (d) The Board of Teaching must grant continuing licenses only to those persons who  
 19.34 have met board criteria for granting a continuing license, which includes passing the skills  
 19.35 examination in reading, writing, and mathematics, consistent with paragraph (b), and  
 19.36 section 122A.09, subdivision 4, paragraph (b).

20.1 ~~(d)~~ (e) All colleges and universities approved by the board of teaching to prepare  
 20.2 persons for teacher licensure must include in their teacher preparation programs a common  
 20.3 core of teaching knowledge and skills to be acquired by all persons recommended  
 20.4 for teacher licensure. This common core shall meet the standards developed by the  
 20.5 interstate new teacher assessment and support consortium in its 1992 "model standards for  
 20.6 beginning teacher licensing and development." Amendments to standards adopted under  
 20.7 this paragraph are covered by chapter 14. The board of teaching shall report annually to  
 20.8 the education committees of the legislature on the performance of teacher candidates  
 20.9 on common core assessments of knowledge and skills under this paragraph during the  
 20.10 most recent school year.

20.11 **EFFECTIVE DATE.** This section is effective the day following final enactment.

20.12 Sec. 6. Minnesota Statutes 2012, section 122A.23, subdivision 2, is amended to read:

20.13 Subd. 2. **Applicants licensed in other states.** (a) Subject to the requirements of  
 20.14 sections 122A.18, subdivision 8, and 123B.03, the Board of Teaching must issue a teaching  
 20.15 license or a temporary teaching license under paragraphs (b) to (e) to an applicant who holds  
 20.16 at least a baccalaureate degree from a regionally accredited college or university and holds  
 20.17 or held a similar out-of-state teaching license that requires the applicant to successfully  
 20.18 complete a teacher preparation program approved by the issuing state, which includes  
 20.19 field-specific teaching methods and student teaching or essentially equivalent experience.

20.20 (b) The Board of Teaching must issue a teaching license to an applicant who:

20.21 (1) successfully completed all exams and human relations preparation components  
 20.22 required by the Board of Teaching; and

20.23 (2) holds or held an out-of-state teaching license to teach the same content field and  
 20.24 grade levels if the scope of the out-of-state license is no more than one grade level less  
 20.25 than a similar Minnesota license.

20.26 (c) The Board of Teaching, consistent with board rules and paragraph (h), must  
 20.27 issue up to three one-year temporary teaching licenses to an applicant who holds or held  
 20.28 an out-of-state teaching license to teach the same content field and grade levels, where  
 20.29 the scope of the out-of-state license is no more than one grade level less than a similar  
 20.30 Minnesota license, but has not successfully completed all exams and human relations  
 20.31 preparation components required by the Board of Teaching.

65.10 (d) The Board of Teaching, consistent with board rules, must issue up to three  
65.11 one-year temporary teaching licenses to an applicant who:

65.12 (1) successfully completed all exams and human relations preparation components  
65.13 required by the Board of Teaching; and

65.14 (2) holds or held an out-of-state teaching license to teach the same content field  
65.15 and grade levels, where the scope of the out-of-state license is no more than one grade  
65.16 level less than a similar Minnesota license, but has not completed field-specific teaching  
65.17 methods or student teaching or equivalent experience.

65.18 The applicant may complete field-specific teaching methods and student teaching  
65.19 or equivalent experience by successfully participating in a one-year school district  
65.20 mentorship program consistent with board-adopted standards of effective practice and  
65.21 Minnesota graduation requirements.

65.22 (e) The Board of Teaching must issue a temporary teaching license for a term of  
65.23 up to three years only in the content field or grade levels specified in the out-of-state  
65.24 license to an applicant who:

65.25 (1) successfully completed all exams and human relations preparation components  
65.26 required by the Board of Teaching; and

65.27 (2) holds or held an out-of-state teaching license where the out-of-state license is  
65.28 more limited in the content field or grade levels than a similar Minnesota license.

65.29 (f) The Board of Teaching must not issue to an applicant more than three one-year  
65.30 temporary teaching licenses under this subdivision.

65.31 (g) The Board of Teaching must not issue a license under this subdivision if the  
65.32 applicant has not attained the additional degrees, credentials, or licenses required in a  
65.33 particular licensure field.

65.34 (h) The Board of Teaching must require an applicant for a teaching license or  
65.35 a temporary teaching license under this subdivision to pass a college-level skills  
65.36 examination in reading, writing, and mathematics before the board issues the license.  
66.1 Consistent with section 122A.18, subdivision 2, paragraph (c), and notwithstanding other  
66.2 provisions of this subdivision, the board may issue up to three additional temporary,  
66.3 one-year teaching licenses to an otherwise qualified applicant who has not passed the  
66.4 college-level skills exam and the board may renew this temporary license if the school  
66.5 district employing the applicant requests that the applicant continue to teach for that  
66.6 district under a temporary license.

66.7 **EFFECTIVE DATE.** This section is effective the day following final enactment.

66.8 Sec. 7. Minnesota Statutes 2012, section 122A.28, subdivision 1, is amended to read:

20.32 (d) The Board of Teaching, consistent with board rules, must issue up to three  
20.33 one-year temporary teaching licenses to an applicant who:

20.34 (1) successfully completed all exams and human relations preparation components  
20.35 required by the Board of Teaching; and

21.1 (2) holds or held an out-of-state teaching license to teach the same content field  
21.2 and grade levels, where the scope of the out-of-state license is no more than one grade  
21.3 level less than a similar Minnesota license, but has not completed field-specific teaching  
21.4 methods or student teaching or equivalent experience.

21.5 The applicant may complete field-specific teaching methods and student teaching  
21.6 or equivalent experience by successfully participating in a one-year school district  
21.7 mentorship program consistent with board-adopted standards of effective practice and  
21.8 Minnesota graduation requirements.

21.9 (e) The Board of Teaching must issue a temporary teaching license for a term of  
21.10 up to three years only in the content field or grade levels specified in the out-of-state  
21.11 license to an applicant who:

21.12 (1) successfully completed all exams and human relations preparation components  
21.13 required by the Board of Teaching; and

21.14 (2) holds or held an out-of-state teaching license where the out-of-state license is  
21.15 more limited in the content field or grade levels than a similar Minnesota license.

21.16 (f) The Board of Teaching must not issue to an applicant more than three one-year  
21.17 temporary teaching licenses under this subdivision.

21.18 (g) The Board of Teaching must not issue a license under this subdivision if the  
21.19 applicant has not attained the additional degrees, credentials, or licenses required in a  
21.20 particular licensure field.

21.21 (h) ~~The Board of Teaching must require~~ An applicant for a teaching license or a  
21.22 temporary teaching license under this subdivision ~~to~~ must pass a skills examination in  
21.23 reading, writing, and mathematics before the board issues the applicant a continuing  
21.24 teaching license. Consistent with section 122A.18, subdivision 2, paragraph (c), and  
21.25 notwithstanding other provisions of this subdivision, the board may issue a temporary,  
21.26 one-year teaching license to an otherwise qualified applicant who has not passed the skills  
21.27 exam and the board may renew this temporary license but not more than two times after  
21.28 February 1, 2014, if the school district employing the applicant requests that the applicant  
21.29 continue to teach for that district under a temporary license.

21.30 **EFFECTIVE DATE.** This section is effective the day following final enactment.

21.31 Sec. 7. Minnesota Statutes 2012, section 122A.28, subdivision 1, is amended to read:

66.9 Subdivision 1. **K-12 license to teach deaf and hard-of-hearing students;**

66.10 **relicensure.** (a) The Board of Teaching must review and determine appropriate licensure  
66.11 requirements for a candidate for a license or an applicant for a continuing license to teach  
66.12 deaf and hard-of-hearing students in prekindergarten through grade 12. In addition to  
66.13 other requirements, a candidate must demonstrate the minimum level of proficiency in  
66.14 American sign language as determined by the board.

66.15 (b) Among other relicensure requirements, each teacher under this section must  
66.16 complete 30 continuing education clock hours on hearing loss topics, including American  
66.17 Sign Language, American Sign Language linguistics, or deaf culture, in each licensure  
66.18 renewal period.

66.19 **EFFECTIVE DATE.** This section is effective August 1, 2013.

66.20 Sec. 8. Minnesota Statutes 2012, section 122A.33, subdivision 3, is amended to read:

66.21 Subd. 3. **Notice of nonrenewal; opportunity to respond.** A school board that  
66.22 declines to renew the coaching contract of a licensed or nonlicensed head varsity coach  
66.23 must notify the coach within 14 days of that decision. If the coach requests reasons for not  
66.24 renewing the coaching contract, the board must give the coach its reasons in writing within  
66.25 ten days of receiving the request. The existence of parent complaints must not be the sole  
66.26 reason for a board not to renew a coaching contract. Upon request, the board must provide  
66.27 the coach with a reasonable opportunity to respond to the reasons at a board meeting. The  
66.28 hearing may be opened or closed at the election of the coach unless the board closes the  
66.29 meeting under section 13D.05, subdivision 2, to discuss private data.

66.30 **EFFECTIVE DATE.** This section is effective the day following final enactment.

21.32 Subdivision 1. **K-12 license to teach deaf and hard-of-hearing students;**

21.33 **relicensure.** (a) The Board of Teaching must review and determine appropriate licensure  
21.34 requirements for a candidate for a license or an applicant for a continuing license to teach  
22.1 deaf and hard-of-hearing students in prekindergarten through grade 12. In addition to  
22.2 other requirements, a candidate must demonstrate the minimum level of proficiency in  
22.3 American sign language as determined by the board.

22.4 (b) Among other relicensure requirements, each teacher under this section must  
22.5 complete 30 continuing education clock hours on hearing loss topics, including American  
22.6 Sign Language, American Sign Language linguistics, and deaf culture, for every 120  
22.7 continuing education clock hours the teacher must complete for licensure renewal.

22.8 **EFFECTIVE DATE.** This section is effective August 1, 2013.

## UEH0630-1

62.32 Sec. 6. Minnesota Statutes 2012, section 122A.415, is amended by adding a  
62.33 subdivision to read:

63.1 Subd. 4. **Basic alternative teacher compensation aid.** (a) For fiscal year 2015  
63.2 and later, the basic alternative teacher compensation aid for a school with a plan approved  
63.3 under section 122A.414, subdivision 2b, equals 65 percent of the alternative teacher  
63.4 compensation revenue under subdivision 1. The basic alternative teacher compensation  
63.5 aid for an intermediate school district or charter school with a plan approved under section  
63.6 122A.414, subdivisions 2a and 2b, if the recipient is a charter school, equals \$260 times  
63.7 the number of pupils enrolled in the school on October 1 of the previous year, or on  
63.8 October 1 of the current year for a charter school in the first year of operation, times  
63.9 the ratio of the sum of the alternative teacher compensation aid and alternative teacher  
63.10 compensation levy for all participating school districts to the maximum alternative teacher  
63.11 compensation revenue for those districts under subdivision 1.

63.12 (b) Notwithstanding paragraph (a) and subdivision 1, the state total basic alternative  
63.13 teacher compensation aid entitlement must not exceed \$75,636,000 for fiscal year 2015  
63.14 and later. The commissioner must limit the amount of alternative teacher compensation  
63.15 aid approved under this section so as not to exceed these limits.

63.16 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2015 and  
63.17 later.

63.18 Sec. 7. Minnesota Statutes 2012, section 122A.415, is amended by adding a  
63.19 subdivision to read:

63.20 Subd. 5. **Alternative teacher compensation levy.** For fiscal year 2015 and later,  
63.21 the alternative teacher compensation levy for a district receiving basic alternative teacher  
63.22 compensation aid equals the product of (1) the difference between the district's alternative  
63.23 teacher compensation revenue and the district's basic alternative teacher compensation  
63.24 aid, times (2) the lesser of one or the ratio of the district's adjusted net tax capacity per  
63.25 adjusted pupil unit to \$6,742.

63.26 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2015 and  
63.27 later.

63.28 Sec. 8. Minnesota Statutes 2012, section 122A.415, is amended by adding a  
63.29 subdivision to read:

63.30 Subd. 6. **Alternative teacher compensation equalization aid.** (a) For fiscal year  
63.31 2015 and later, a district's alternative teacher compensation equalization aid equals the  
63.32 district's alternative teacher compensation revenue minus the district's basic alternative  
63.33 teacher compensation aid minus the district's alternative teacher compensation levy. If a  
64.1 district does not levy the entire amount permitted, the alternative teacher compensation  
64.2 equalization aid must be reduced in proportion to the actual amount levied.

64.3 (b) A district's alternative teacher compensation aid equals the sum of the  
64.4 district's basic alternative teacher compensation aid and the district's alternative teacher  
64.5 compensation equalization aid.

64.6 **EFFECTIVE DATE.** This section is effective for revenue in fiscal year 2015 and  
64.7 later.

66.31 Sec. 9. Minnesota Statutes 2012, section 122A.61, subdivision 1, is amended to read:

67.1 Subdivision 1. **Staff development revenue.** A district is required to reserve  
67.2 an amount equal to at least two percent of the basic revenue under section 126C.10,  
67.3 subdivision 2, for in-service education for programs under section 120B.22, subdivision 2,  
67.4 for staff development plans, including plans for challenging instructional activities and  
67.5 experiences under section 122A.60, and for curriculum development and programs, other  
67.6 in-service education, teachers' evaluation, teachers' workshops, teacher conferences, the  
67.7 cost of substitute teachers staff development purposes, preservice and in-service education  
67.8 for special education professionals and paraprofessionals, and other related costs for  
67.9 staff development efforts. A district may annually waive the requirement to reserve their  
67.10 basic revenue under this section if a majority vote of the licensed teachers in the district  
67.11 and a majority vote of the school board agree to a resolution to waive the requirement.  
67.12 A district in statutory operating debt is exempt from reserving basic revenue according  
67.13 to this section. Districts may expend an additional amount of unreserved revenue for  
67.14 staff development based on their needs.

67.15 **EFFECTIVE DATE.** This section is effective July 1, 2013.

64.8 Sec. 9. Minnesota Statutes 2012, section 124D.03, subdivision 12, is amended to read:

64.9 Subd. 12. **Termination of enrollment.** A district may terminate the enrollment  
64.10 of a nonresident student enrolled under this section or section 124D.08 at the end of a  
64.11 school year if the student meets the definition of a habitual truant under section 260C.007,  
64.12 subdivision 19, the student has been provided appropriate services under chapter 260A,  
64.13 and the student's case has been referred to juvenile court. A district may also terminate the  
64.14 enrollment of a nonresident student over the age of ~~16~~ 17 enrolled under this section if the  
64.15 student is absent without lawful excuse for one or more periods on 15 school days and has  
64.16 not lawfully withdrawn from school under section 120A.22, subdivision 8.

64.17 **EFFECTIVE DATE.** This section is effective for the 2014-2015 school year and  
64.18 later.



**S0978-3**

67.16 Sec. 10. Minnesota Statutes 2012, section 124D.095, subdivision 10, is amended to  
67.17 read:

67.18 Subd. 10. **Online and Digital Learning Advisory Council.** (a) An Online and  
67.19 Digital Learning Advisory Council is established. The term for each council member shall  
67.20 be three years. The advisory council is composed of ~~12~~ 15 members from throughout the  
67.21 state who have demonstrated experience with or interest in online learning. Two members  
67.22 of the council must represent technology business. The remaining membership must  
67.23 represent the following interests:

67.24 (1) superintendents;

67.25 (2) special education specialists;

67.26 (3) technology directors;

67.27 (4) teachers;

67.28 (5) rural, urban, and suburban school districts;

67.29 (6) supplemental programs;

67.30 (7) full-time programs;

67.31 (8) consortia;

67.32 (9) charter schools;

67.33 (10) Board of Teaching-approved teacher preparation programs; and

67.34 (11) parents.

67.35 The members of the council shall be appointed by the commissioner.

68.1 (b) The advisory council shall bring to the attention of the commissioner and the  
68.2 legislature any matters related to online and digital learning and. The advisory council  
68.3 shall provide input to the department and the legislature in online learning matters related,  
68.4 but not restricted, to:

68.5 (1) quality assurance;

68.6 (2) teacher qualifications;

68.7 (3) program approval;

68.8 (4) special education;

68.9 (5) attendance;

69.16 Section 1. Minnesota Statutes 2012, section 124D.095, subdivision 10, is amended to  
69.17 read:

69.18 Subd. 10. **Online and Digital Learning Advisory Council.** (a) An Online and  
69.19 Digital Learning Advisory Council is established. The term for each council member shall  
69.20 be three years. The advisory council is composed of ~~12~~ 14 members from throughout the  
69.21 state who have demonstrated experience with or interest in online learning. Two members  
69.22 of the council must represent technology business. The remaining membership must  
69.23 represent the following interests:

69.24 (1) superintendents;

69.25 (2) special education specialists;

69.26 (3) technology directors;

69.27 (4) teachers;

69.28 (5) rural, urban, and suburban school districts;

69.29 (6) supplemental programs;

69.30 (7) full-time programs;

69.31 (8) consortia;

69.32 (9) charter schools;

70.1 (10) Board of Teaching-approved teacher preparation programs; and

70.2 (11) parents.

70.3 The members of the council shall be appointed by the commissioner.

70.4 (b) The advisory council shall bring to the attention of the commissioner and the  
70.5 legislature any matters related to online and digital learning and. The advisory council  
70.6 shall provide input to the department and the legislature in online learning matters related,  
70.7 but not restricted, to:

70.8 (1) quality assurance;

70.9 (2) teacher qualifications;

70.10 (3) program approval;

70.11 (4) special education;

70.12 (5) attendance;

68.10 (6) program design and requirements; and

68.11 (7) fair and equal access to programs.

68.12 ~~(b) By June 30, 2013, (c) The Online Learning~~ advisory council with the support of  
68.13 the Minnesota Department of Education and the Minnesota Learning Commons shall:

68.14 (1) oversee the development and maintenance of a catalog of publicly available

68.15 digital learning content currently aligned to Minnesota academic standards to include:

68.16 (i) indexing of Minnesota academic standards with which curriculum is aligned;

68.17 (ii) a method for student and teacher users to provide evaluative feedback; and

68.18 (iii) a plan for ongoing maintenance; and

68.19 (2) recommend methods for including student performance data on the digital

68.20 learning content within the catalog.

68.21 (d) The advisory council shall also consider and provide input to the department and  
68.22 legislature on digital learning matters including, but not limited to:

68.23 (1) methods to maximize the effectiveness of technology and related instructional

68.24 strategies in teaching and learning to improve student outcomes and identify methods

68.25 for measuring the impact of using various forms of digital learning in and outside of

68.26 the classroom;

68.27 (2) the effective use of technology to advance a student's ability to learn 21st

68.28 century skills and knowledge and to involve parents in an education system that is more

68.29 transparent in terms of outcomes and processes by providing toolkits to help parents,

68.30 students, and schools make good decisions in the environment of choice;

68.31 (3) the use of technology for schools to personalize or differentiate learning to the

68.32 needs, abilities, and learning styles of each student and guide students towards greater

68.33 ownership of their learning, so that all students are digital learners and have access to

68.34 high-quality digital curriculum in every class and level;

68.35 (4) methods to prepare current and future educators, education leaders, and staff to

68.36 provide professional development and collaboration around best practices to use and to

69.1 evaluate the effectiveness of digital tools and instructional strategies to personalize or

69.2 differentiate education and focus on competency-based learning and advancement, so that

69.3 all teachers have a digital presence and use high-quality digital curriculum;

69.4 (5) methods to support collaborative efforts to leverage resources among districts or

69.5 at regional levels to provide digital resources, content, and curriculum;

69.6 (6) the barriers to improving the use of technology in the classroom, and methods

69.7 to ensure that each student has access to a digital device and high-speed Internet at

69.8 school and at home; and

70.13 (6) program design and requirements; and

70.14 (7) fair and equal access to programs.

70.15 ~~(b) By June 30, 2013, (c) The Online Learning~~ advisory council with the support of  
70.16 the Minnesota Department of Education and the Minnesota Learning Commons shall:

70.17 (1) oversee the development and maintenance of a catalog of publicly available

70.18 digital learning content currently aligned to Minnesota academic standards to include:

70.19 (i) indexing of Minnesota academic standards with which curriculum is aligned;

70.20 (ii) a method for student and teacher users to provide evaluative feedback; and

70.21 (iii) a plan for ongoing maintenance; and

70.22 (2) recommend methods for including student performance data on the digital

70.23 learning content within the catalog.

70.24 (d) The advisory council shall also consider and provide input to the department and  
70.25 legislature on digital learning matters including, but not limited to:

70.26 (1) methods to maximize the effectiveness of technology and related instructional

70.27 strategies in teaching and learning to improve student outcomes and identify methods

70.28 for measuring the impact of using various forms of digital learning in and outside of

70.29 the classroom;

70.30 (2) the effective use of technology to advance a student's ability to learn 21st

70.31 century skills and knowledge and to involve parents in an education system that is more

70.32 transparent in terms of outcomes and processes by providing toolkits to help parents,

70.33 students, and schools make good decisions in the environment of choice;

70.34 (3) the use of technology for schools to personalize or differentiate learning to

70.35 the needs, abilities, and learning styles of each student and guide them towards greater

71.1 ownership of their learning, so that all students are digital learners and have access to

71.2 high-quality digital curriculum in every class and level;

71.3 (4) methods to prepare current and future educators, education leaders, and staff,

71.4 to provide professional development and collaboration around best practices to use, and

71.5 to evaluate the effectiveness of digital tools and instructional strategies to personalize or

71.6 differentiate education and focus on competency-based learning and advancement, so that

71.7 all teachers have a digital presence and use high-quality digital curriculum;

71.8 (5) methods to support collaborative efforts to leverage resources among districts or

71.9 at regional levels to provide digital resources, content, and curriculum;

71.10 (6) the barriers to improving the use of technology in the classroom, and methods

71.11 to ensure that each student has access to a digital device and high-speed Internet at

71.12 school and at home; and

69.9 (7) the current disparities in digital education across the state.

69.10 (e) The advisory council shall make policy recommendations to the commissioner  
 69.11 and committees of the legislature having jurisdiction over kindergarten through grade 12  
 69.12 education annually by December 15 of each year, including implementation plans based  
 69.13 on recommendations from previous councils and task forces related to online and digital  
 69.14 learning.

69.15 ~~(e)~~ (f) The Online and Digital Learning Advisory Council under this subdivision  
 69.16 expires June 30, ~~2013~~ 2016.

69.17 Sec. 11. Minnesota Statutes 2012, section 124D.122, is amended to read:

69.18 **124D.122 ESTABLISHMENT OF FLEXIBLE LEARNING YEAR PROGRAM.**

69.19 The board of any district or a consortium of districts, with the approval of the  
 69.20 commissioner, may establish and operate a flexible learning year program in one or more of  
 69.21 the day or residential facilities for children with a disability within the district. Consortiums  
 69.22 may use a single application and evaluation process, though results, public hearings, and  
 69.23 board approvals must be obtained for each district as required under appropriate sections.

69.24 Sec. 12. Minnesota Statutes 2012, section 124D.42, is amended to read:

69.25 **124D.42 READING AND MATH CORPS.**

69.26 Subd. 6. **Program training.** The commission must, within available resources:

69.27 (1) orient each grantee organization in the nature, philosophy, and purpose of the  
 69.28 program;

69.29 (2) build an ethic of community service through general community service training;  
 69.30 and

69.31 (3) provide guidance on integrating programmatic-based measurement into program  
 69.32 models.

71.13 (7) the current disparities in digital education across the state.

71.14 (e) The advisory council shall make policy recommendations to the commissioner  
 71.15 and committees of the legislature having jurisdiction over kindergarten through grade 12  
 71.16 education annually by December 15 of each year, including implementation plans based  
 71.17 on recommendations from previous councils and task forces related to online and digital  
 71.18 learning.

71.19 ~~(e)~~ (f) The Online and Digital Learning Advisory Council under this subdivision  
 71.20 expires June 30, ~~2013~~ 2016.

22.9 Sec. 8. Minnesota Statutes 2012, section 124D.122, is amended to read:

22.10 **124D.122 ESTABLISHMENT OF FLEXIBLE LEARNING YEAR PROGRAM.**

22.11 The board of any district or a consortium of districts, with the approval of the  
 22.12 commissioner, may establish and operate a flexible learning year program in one or  
 22.13 more of the day or residential facilities for children with a disability within the district.  
 22.14 Consortiums may use a single application and evaluation process, though results, public  
 22.15 hearings, and board approvals must be obtained for each district.

## NOTE: ARTICLE 3, SECTION 10 MATCHED WITH HOUSE ARTICLE 1, SECTION 8

### UEH0630-1

65.13 Sec. 11. Minnesota Statutes 2012, section 124D.42, is amended to read:

65.14 **124D.42 READING AND MATH CORPS.**

65.15 Subd. 6. **Program training.** The commission must, within available resources:

65.16 (1) orient each grantee organization in the nature, philosophy, and purpose of the  
 65.17 program;

65.18 (2) build an ethic of community service through general community service training;  
 65.19 and

65.20 (3) provide guidance on integrating programmatic-based measurement into program  
 65.21 models.

69.33 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps  
 69.34 program is established to provide ServeMinnesota ~~Innovation~~ AmeriCorps members with  
 70.1 a data-based problem-solving model of literacy instruction to use in helping to train local  
 70.2 Head Start program providers, other prekindergarten program providers, and staff in  
 70.3 schools with students in kindergarten through grade 3 to evaluate and teach early literacy  
 70.4 skills, including comprehensive, scientifically based reading instruction under section  
 70.5 122A.06, subdivision 4, to children age 3 to grade 3.

70.6 (b) Literacy programs under this subdivision must comply with the provisions  
 70.7 governing literacy program goals and data use under section 119A.50, subdivision 3,  
 70.8 paragraph (b).

70.9 (c) The commission must submit a biennial report to the committees of the  
 70.10 legislature with jurisdiction over kindergarten through grade 12 education that records and  
 70.11 evaluates program data to determine the efficacy of the programs under this subdivision.

70.12 Subd. 9. **Minnesota math corps program.** (a) A Minnesota math corps program is  
 70.13 established to give ServeMinnesota AmeriCorps members a data-based problem-solving  
 70.14 model of mathematics instruction useful for providing elementary and middle school  
 70.15 students and their teachers with instructional support to meet state academic standards in  
 70.16 mathematics.

70.17 (b) The commission must submit a biennial report to the legislative committees with  
 70.18 jurisdiction over kindergarten through grade 12 education that records and evaluates  
 70.19 program data to determine the efficacy of the programs under this subdivision.

70.20 **EFFECTIVE DATE.** This section is effective July 1, 2013.

70.21 Sec. 13. Minnesota Statutes 2012, section 124D.59, subdivision 2, is amended to read:

70.22 Subd. 2. **English learner.** (a) "English learner" means a pupil in kindergarten  
 70.23 through grade 12 who meets the following requirements:

70.24 (1) the pupil, as declared by a parent or guardian first learned a language other than  
 70.25 English, comes from a home where the language usually spoken is other than English, or  
 70.26 usually speaks a language other than English; and

65.22 Subd. 8. **Minnesota reading corps program.** (a) A Minnesota reading corps  
 65.23 program is established to provide ServeMinnesota ~~Innovation~~ AmeriCorps members with  
 65.24 a data-based problem-solving model of literacy instruction to use in helping to train local  
 65.25 Head Start program providers, other prekindergarten program providers, and staff in  
 65.26 schools with students in kindergarten through grade 3 to evaluate and teach early literacy  
 65.27 skills, including comprehensive, scientifically based reading instruction under section  
 65.28 122A.06, subdivision 4, to children age 3 to grade 3.

65.29 (b) Literacy programs under this subdivision must comply with the provisions  
 65.30 governing literacy program goals and data use under section 119A.50, subdivision 3,  
 65.31 paragraph (b).

65.32 (c) The commission must submit a biennial report to the committees of the  
 65.33 legislature with jurisdiction over kindergarten through grade 12 education that records and  
 65.34 evaluates program data to determine the efficacy of the programs under this subdivision.

66.1 Subd. 9. **Minnesota math corps program.** (a) A Minnesota math corps program is  
 66.2 established to give ServeMinnesota AmeriCorps members a data-based problem-solving  
 66.3 model of mathematics instruction useful for providing elementary and middle school  
 66.4 students and their teachers with instructional support to meet state academic standards in  
 66.5 mathematics.

66.6 (b) The commission must submit a biennial report to the committees of the  
 66.7 legislature with jurisdiction over kindergarten through grade 12 education that records and  
 66.8 evaluates program data to determine the efficacy of the programs under this subdivision.

66.9 **EFFECTIVE DATE.** This section is effective July 1, 2013.

## NOTE: ARTICLE 3, SECTION 12 MATCHED WITH HOUSE ARTICLE 1, SECTION 9

70.27 (2) the pupil is determined by developmentally appropriate measures, which might  
70.28 include observations, teacher judgment, parent recommendations, or developmentally  
70.29 appropriate assessment instruments that measure the pupil's emerging academic English  
70.30 and are aligned to state standards for English language development defined in rule, to  
70.31 lack the necessary English skills to participate fully in classes taught in English.

70.32 (b) Notwithstanding paragraph (a), a pupil in grades 4 through 12 who was enrolled  
70.33 in a Minnesota public school on the dates during the previous school year when a  
70.34 commissioner provided assessment that measures the pupil's emerging academic English  
70.35 was administered, shall not be counted as an English learner in calculating English learner  
71.1 pupil units under section 126C.05, subdivision 17, and shall not generate state English  
71.2 learner aid under section 124D.65, subdivision 5, unless the pupil scored below the state  
71.3 cutoff score or is otherwise counted as a nonproficient participant on an assessment  
71.4 measuring emerging academic English provided by the commissioner during the previous  
71.5 school year.

71.6 (c) Notwithstanding paragraphs (a) and (b), a pupil in kindergarten through grade  
71.7 12 shall not be counted as an English learner in calculating English learner pupil units  
71.8 under section 126C.05, subdivision 17, and shall not generate state English learner aid  
71.9 under section 124D.65, subdivision 5, if:

71.10 (1) the pupil is not enrolled during the current fiscal year in an educational program  
71.11 for English learners in accordance with sections 124D.58 to 124D.64; or

71.12 (2) the pupil has generated five or more years of average daily membership in  
71.13 Minnesota public schools since July 1, 1996.

71.14 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2014  
71.15 and later.

71.16 Sec. 14. Minnesota Statutes 2012, section 124D.61, is amended to read:

71.17 **124D.61 GENERAL REQUIREMENTS FOR PROGRAMS.**

71.18 A district that enrolls one or more English learners must implement an educational  
71.19 program that includes at a minimum the following requirements:

71.20 (1) identification, program entrance, and reclassification criteria for English learners  
71.21 and program entrance and exit criteria for English learners must be documented by the  
71.22 district, applied uniformly to English learners, and made available to parents and other  
71.23 stakeholders upon request;

71.24 (2) a written plan of services that describes programming by English proficiency level  
71.25 made available to parents upon request. The plan must articulate the amount and scope of  
71.26 service offered to English learners through an educational program for English learners;

71.27 (3) professional development opportunities for ESL, bilingual education,  
 71.28 mainstream, and all staff working with English learners which are: (i) coordinated with  
 71.29 the district's professional development activities; (ii) related to the needs of English  
 71.30 learners; and (iii) ongoing;

71.31 (4) to the extent possible, avoid isolating English learners for a substantial part of  
 71.32 the school day; and

71.33 (5) in predominantly nonverbal subjects, such as art, music, and physical education,  
 71.34 permit English learners to participate fully and on an equal basis with their contemporaries  
 72.1 in public school classes provided for these subjects. To the extent possible, the district  
 72.2 must assure to pupils enrolled in a program for English learners an equal and meaningful  
 72.3 opportunity to participate fully with other pupils in all extracurricular activities.

72.4 The exit criteria under clause (1) must be equivalent to the emerging academic English  
 72.5 measures on state assessments for English language development.

68.21 Sec. 13. Minnesota Statutes 2012, section 124D.65, subdivision 5, is amended to read:

68.22 Subd. 5. **School district EL revenue.** (a) A district's English learner programs  
 68.23 revenue equals the product of (1) ~~\$700 in fiscal year 2004 and later~~ \$705 times (2) the  
 68.24 greater of 20 or the adjusted ~~marginal-cost~~ average daily membership of eligible English  
 68.25 learners enrolled in the district during the current fiscal year.

68.26 (b) A pupil ceases to generate state English learner aid in the school year following  
 68.27 the school year in which the pupil attains the state cutoff score on a commissioner-provided  
 68.28 assessment that measures the pupil's emerging academic English.

68.29 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2015  
 68.30 and later.

### S0978-3

72.6 Sec. 15. Minnesota Statutes 2012, section 124D.79, subdivision 1, is amended to read:

22.16 Sec. 9. Minnesota Statutes 2012, section 124D.79, subdivision 1, is amended to read:

72.7 Subdivision 1. **Community involvement.** The commissioner must provide for the  
 72.8 maximum involvement of the state committees on American Indian education, parents  
 72.9 of American Indian children, secondary students eligible to be served, American Indian  
 72.10 language and culture education teachers, American Indian teachers, teachers' aides,  
 72.11 representatives of community groups, and persons knowledgeable in the field of American  
 72.12 Indian education, in the formulation of policy and procedures relating to the administration  
 72.13 of sections 124D.71 to 124D.82. The commissioner must annually hold a field hearing on  
 72.14 American Indian education to gather input from American Indian educators, parents, and  
 72.15 students on the state of American Indian education in Minnesota. Results of the hearing  
 72.16 must be made available to all 11 tribal nations for review and comment.

72.17 Sec. 16. Minnesota Statutes 2012, section 124D.79, is amended by adding a  
 72.18 subdivision to read:

72.19 Subd. 4. **Consultation with the Tribal Nations Education Committee.** (a) The  
 72.20 commissioner shall seek consultation with the Tribal Nations Education Committee on all  
 72.21 issues relating to American Indian education including:

72.22 (1) administration of the commissioner's duties under sections 124D.71 to 124D.82  
 72.23 and other programs;

72.24 (2) administration of other programs for the education of American Indian people, as  
 72.25 determined by the commissioner;

72.26 (3) awarding of scholarships to eligible American Indian students;

72.27 (4) administration of the commissioner's duties regarding awarding of American  
 72.28 Indian postsecondary preparation grants to school districts; and

72.29 (5) recommendations of education policy changes for American Indians.

72.30 (b) Membership in the Tribal Nations Education Committee is at the sole discretion  
 72.31 of the committee and nothing in this subdivision gives the commissioner authority to  
 72.32 dictate committee membership.

72.33 Sec. 17. **[124D.791] INDIAN EDUCATION DIRECTOR.**

73.1 Subdivision 1. **Appointment.** An Indian education director shall be appointed by  
 73.2 the commissioner.

73.3 Subd. 2. **Qualifications.** The commissioner shall select the Indian education  
 73.4 director on the basis of outstanding professional qualifications and knowledge of  
 73.5 American Indian education, culture, practices, and beliefs. The Indian education director  
 73.6 serves in the unclassified service. The commissioner may remove the Indian education  
 73.7 director for cause. The commissioner is encouraged to seek qualified applicants who  
 73.8 are enrolled members of a tribe.

22.17 Subdivision 1. **Community involvement.** The commissioner must provide for the  
 22.18 maximum involvement of the state committees on American Indian education, parents  
 22.19 of American Indian children, secondary students eligible to be served, American Indian  
 22.20 language and culture education teachers, American Indian teachers, teachers' aides,  
 22.21 representatives of community groups, and persons knowledgeable in the field of American  
 22.22 Indian education, in the formulation of policy and procedures relating to the administration  
 22.23 of sections 124D.71 to 124D.82. The commissioner must annually hold a field hearing on  
 22.24 Indian education to gather input from American Indian educators, parents, and students on  
 22.25 the state of American Indian education in Minnesota. Results of the hearing must be made  
 22.26 available to all 11 tribal nations for review and comment.

22.27 Sec. 10. Minnesota Statutes 2012, section 124D.79, is amended by adding a  
 22.28 subdivision to read:

22.29 Subd. 4. **Consultation with the tribal nations education committee.** (a) The  
 22.30 commissioner shall seek consultation with the Tribal Nations Education Committee on all  
 22.31 issues relating to American Indian education including:

23.1 (1) administration of the commissioner's duties under sections 124D.71 to 124D.82  
 23.2 and other programs;

23.3 (2) administration of other programs for the education of American Indian people, as  
 23.4 determined by the commissioner;

23.5 (3) awarding of scholarships to eligible American Indian students;

23.6 (4) administration of the commissioner's duties regarding awarding of American  
 23.7 Indian postsecondary preparation grants to school districts; and

23.8 (5) recommendations of education policy changes for American Indians.

23.9 (b) Membership in the Tribal Nations Education Committee is the sole discretion  
 23.10 of the committee and nothing in this subdivision gives the commissioner authority to  
 23.11 dictate committee membership.

23.12 Sec. 11. **[124D.791] INDIAN EDUCATION DIRECTOR.**

23.13 Subdivision 1. **Appointment.** An Indian education director shall be appointed by  
 23.14 the commissioner.

23.15 Subd. 2. **Qualifications.** The commissioner shall select the Indian education  
 23.16 director on the basis of outstanding professional qualifications and knowledge of  
 23.17 American Indian education, culture, practices, and beliefs. The Indian education director  
 23.18 serves in the unclassified service. The commissioner may remove the Indian education  
 23.19 director for cause. The commissioner is encouraged to seek qualified applicants who  
 23.20 are enrolled members of a tribe.

73.9 Subd. 3. **Compensation.** Compensation of the Indian education director shall be  
 73.10 established under chapter 15A.

73.11 Subd. 4. **Duties; powers.** (a) The Indian education director shall:

73.12 (1) serve as the liaison for the department with the Tribal Nations Education  
 73.13 Committee, the 11 reservations, the Minnesota Chippewa tribe, the Minnesota Indian  
 73.14 Affairs Council, and the Urban Indian Advisory Council;

73.15 (2) evaluate the state of American Indian education in Minnesota;

73.16 (3) engage the tribal bodies, community groups, parents of children eligible to be  
 73.17 served by American Indian education programs, American Indian administrators and  
 73.18 teachers, persons experienced in the training of teachers for American Indian education  
 73.19 programs, the tribally controlled schools, and other persons knowledgeable in the field of  
 73.20 American Indian education and seek their advice on policies that can improve the quality  
 73.21 of American Indian education;

73.22 (4) advise the commissioner on American Indian education issues, including:

73.23 (i) issues facing American Indian students;

73.24 (ii) policies for American Indian education;

73.25 (iii) awarding scholarships to eligible American Indian students and in administering  
 73.26 the commissioner's duties regarding awarding of American Indian postsecondary  
 73.27 preparation grants to school districts; and

73.28 (iv) administration of the commissioner's duties under sections 124D.71 to 124D.82  
 73.29 and other programs for the education of American Indian people;

73.30 (5) propose to the commissioner legislative changes that will improve the quality  
 73.31 of American Indian education;

73.32 (6) develop a strategic plan and a long-term framework for American Indian  
 73.33 education, in conjunction with the Minnesota Indian Affairs Council, that is updated every  
 73.34 five years and implemented by the commissioner, with goals to:

73.35 (i) increase American Indian student achievement, including increased levels of  
 73.36 proficiency and growth on statewide accountability assessments;

74.1 (ii) increase the number of American Indian teachers in public schools;

74.2 (iii) close the achievement gap between American Indian students and their more  
 74.3 advantaged peers;

74.4 (iv) increase the statewide graduation rate for American Indian students; and

74.5 (v) increase American Indian student placement in postsecondary programs and  
 74.6 the workforce; and

23.21 Subd. 3. **Compensation.** Compensation of the Indian education director shall be  
 23.22 established under chapter 15A.

23.23 Subd. 4. **Duties; powers.** The Indian education director shall:

23.24 (1) serve as the liaison for the department with the Tribal Nations Education  
 23.25 Committee, the 11 reservations, the Minnesota Chippewa tribe, the Minnesota Indian  
 23.26 Affairs Council, and the urban advisory council;

23.27 (2) evaluate the state of American Indian education in Minnesota;

23.28 (3) engage the tribal bodies, community groups, parents of children eligible to be  
 23.29 served by American Indian education programs, American Indian administrators and  
 23.30 teachers, persons experienced in the training of teachers for American Indian education  
 23.31 programs, the tribally controlled schools, and other persons knowledgeable in the field of  
 23.32 American Indian education and seek their advice on policies that can improve the quality  
 23.33 of American Indian education;

23.34 (4) advise the commissioner on American Indian education issues, including:

23.35 (i) issues facing American Indian students;

24.1 (ii) policies for American Indian education;

24.2 (iii) awarding scholarships to eligible American Indian students and in administering  
 24.3 the commissioner's duties regarding awarding of American Indian postsecondary  
 24.4 preparation grants to school districts; and

24.5 (iv) administration of the commissioner's duties under sections 124D.71 to 124D.82  
 24.6 and other programs for the education of American Indian people;

24.7 (5) propose to the commissioner legislative changes that will improve the quality  
 24.8 of American Indian education;

24.9 (6) develop a strategic plan and a long-term framework for American Indian  
 24.10 education, in conjunction with the Minnesota Indian Affairs Council, that is updated every  
 24.11 five years and implemented by the commissioner, with goals to:

24.12 (i) increase American Indian student achievement, including increased levels of  
 24.13 proficiency and growth on statewide accountability assessments;

24.14 (ii) increase the number of American Indian teachers in public schools;

24.15 (iii) close the achievement gap between American Indian students and their more  
 24.16 advantaged peers;

24.17 (iv) increase the statewide graduation rate for American Indian students; and

24.18 (v) increase American Indian student placement in postsecondary programs and  
 24.19 the workforce; and



74.7 (7) keep the American Indian community informed about the work of the department  
 74.8 by reporting to the Tribal Nations Education Committee at each committee meeting.

74.9 Sec. 18. **[124D.861] ACHIEVEMENT AND INTEGRATION FOR MINNESOTA.**  
 74.10 Subdivision 1. **Program to close the academic achievement and opportunity**  
 74.11 **gap.** (a) The "Achievement and Integration for Minnesota" program is established to  
 74.12 promote diversity, pursue racial and economic integration, and increase student academic  
 74.13 achievement and equitable educational opportunities in Minnesota public schools. The  
 74.14 program must serve students of varying racial, ethnic, and economic backgrounds, taking  
 74.15 into account unique geographic and demographic particularities affecting students,  
 74.16 schools, and districts including race, neighborhood locations and characteristics, grades,  
 74.17 socioeconomic status, academic performance, and language barriers.

74.18 (b) For purposes of this section and section 124D.862, "eligible district" means a  
 74.19 district required to submit a plan to the commissioner under Minnesota Rules governing  
 74.20 school desegregation and integration.

74.21 (c) Eligible districts must use the revenue under section 124D.862 to pursue racial  
 74.22 and economic integration in schools through: (1) in-school educational practices and  
 74.23 integrated learning environments created to prepare all students to be effective citizens,  
 74.24 enhance social cohesion, and reinforce democratic values; and (2) corresponding  
 74.25 and meaningful policies and curricula and trained instructors, administrators, school  
 74.26 counselors, and other advocates who support and enhance in-school practices and  
 74.27 integrated learning environments under this section. In-school practices and integrated  
 74.28 learning environments must promote increased student academic achievement, cultural  
 74.29 fluency, graduation and educational attainment rates, and parent involvement.

24.20 (7) keep the American Indian community informed about the work of the department  
 24.21 by reporting to the Tribal Nations Education Committee at each committee meeting.

### UEH0630-1

68.31 Sec. 14. **[124D.861] ACHIEVEMENT AND INTEGRATION FOR MINNESOTA.**  
 68.32 Subdivision 1. **Program to close the academic achievement and opportunity**  
 68.33 **gap.** The "Achievement and Integration for Minnesota" program is established to  
 69.1 promote diversity, pursue racial and economic integration, and increase student academic  
 69.2 achievement and equitable educational opportunities in Minnesota public schools. The  
 69.3 program must serve students of varying racial, ethnic, and economic backgrounds, taking  
 69.4 into account unique geographic and demographic particularities affecting students,  
 69.5 schools, and districts including race, neighborhood locations and characteristics, grades,  
 69.6 socioeconomic status, academic performance, and language barriers. Eligible districts  
 69.7 must use the revenue under section 124D.862 to pursue racial and economic integration in  
 69.8 schools through: (1) in-school educational practices and integrated learning environments  
 69.9 created to prepare all students to be effective citizens, enhance social cohesion, and  
 69.10 reinforce democratic values; and (2) corresponding and meaningful policies and curricula  
 69.11 and trained instructors, administrators, school counselors, and other advocates who support  
 69.12 and enhance in-school practices and integrated learning environments under this section.  
 69.13 In-school practices and integrated learning environments must promote increased student  
 69.14 academic achievement, cultural fluency, cross-cultural interactivities, communication and  
 69.15 pedagogy, graduation and educational attainment rates, and parent involvement.

74.30 Subd. 2. **Plan components.** (a) The school board of each eligible district must  
 74.31 formally develop and implement a long-term comprehensive plan that identifies the  
 74.32 collaborative structures and systems, in-school strategies, inclusive best educational  
 74.33 practices, and partnerships with higher education institutions and industries required  
 74.34 to effect this section and increase the academic achievement of all students. Plan  
 74.35 components may include: innovative and integrated prekindergarten through grade 12  
 75.1 learning environments that offer students school enrollment choices; family engagement  
 75.2 initiatives that involve families in their students' academic life and success; professional  
 75.3 development opportunities for teachers and administrators focused on improving the  
 75.4 academic achievement of all students; increased programmatic opportunities focused  
 75.5 on rigor and college and career readiness for underserved students, including students  
 75.6 enrolled in alternative learning centers under section 123A.05, public alternative programs  
 75.7 under section 126C.05, subdivision 15, or contract alternative programs under section  
 75.8 124D.69, among other underserved students; or recruitment and retention of teachers and  
 75.9 administrators with diverse backgrounds. The plan must specify district and school goals  
 75.10 for reducing the disparity in academic achievement among all racial and ethnic categories of  
 75.11 students and promoting racial and economic integration in schools and districts over time.

75.12 (b) Among other requirements, an eligible district must implement a cost-effective,  
 75.13 research-based intervention that includes formative assessment practices to reduce the  
 75.14 disparity in student academic achievement between the highest and lowest performing  
 75.15 racial and ethnic categories of students as measured by student demonstration of  
 75.16 proficiency on state reading and math assessments.

75.17 (c) Eligible districts must collaborate in creating efficiencies and eliminating the  
 75.18 duplication of programs and services under this section, which may include forming a  
 75.19 single, seven-county metropolitan areawide partnership of eligible districts for this purpose.

75.20 Subd. 3. **Biennial progress; budget process.** (a) To receive revenue under section  
 75.21 124D.862, the school board of an eligible district must hold at least one formal hearing by  
 75.22 March 1 in the year preceding the current biennium to report to the public its progress in  
 75.23 realizing the goals identified in its plan. At the hearing, the board must provide the public  
 75.24 with longitudinal data demonstrating district and school progress in reducing the disparity  
 75.25 in student academic achievement among all racial and ethnic categories of students and  
 75.26 realizing racial and economic integration, consistent with its plan and the measures in  
 75.27 paragraph (b). At least 30 days before the formal hearing under this paragraph, the  
 75.28 board must post on the district Web site, in an understandable, readily accessible format,  
 75.29 up-to-date longitudinal data on district and school progress in reducing disparities in  
 75.30 students' academic achievement, consistent with this subdivision. The district also must  
 75.31 submit to the commissioner by March 1 in the year preceding the current biennium a  
 75.32 detailed biennial budget for continuing to implement its plan and the commissioner must  
 75.33 review and approve or disapprove the budget by June 1 of that year.

69.16 Subd. 2. **Plan components.** (a) The school board of each eligible district must  
 69.17 formally develop and implement a long-term comprehensive plan that identifies the  
 69.18 collaborative structures and systems, in-school strategies, inclusive best educational  
 69.19 practices, and partnerships with higher education institutions and industries required  
 69.20 to effect this section and increase the academic achievement of all students. Plan  
 69.21 components may include: innovative and integrated prekindergarten through grade 12  
 69.22 learning environments that offer students school enrollment choices; family engagement  
 69.23 initiatives that involve families in their students' academic life and success; professional  
 69.24 development opportunities for teachers and administrators focused on improving the  
 69.25 academic achievement of all students; increased programmatic opportunities focused  
 69.26 on rigor and college and career readiness for underserved students, including students  
 69.27 enrolled in alternative learning centers under section 123A.05, public alternative programs  
 69.28 under section 126C.05, subdivision 15, or contract alternative programs under section  
 69.29 124D.69, among other underserved students; or recruitment and retention of teachers and  
 69.30 administrators with diverse backgrounds. The plan must specify district and school goals  
 69.31 for reducing the disparity in academic achievement among all racial and ethnic categories of  
 69.32 students and promoting racial and economic integration in schools and districts over time.

69.33 (b) Among other requirements, an eligible district must implement a cost-effective,  
 69.34 research-based intervention that includes formative assessment practices to reduce the  
 69.35 disparity in student academic achievement between the highest and lowest performing  
 70.1 racial and ethnic categories of students as measured by student demonstration of  
 70.2 proficiency on state reading and math assessments.

70.3 (c) Eligible districts must collaborate in creating efficiencies and eliminating the  
 70.4 duplication of programs and services under this section, which may include forming a  
 70.5 single, seven-county metropolitan areawide partnership of eligible districts for this purpose.

70.6 Subd. 3. **Biennial progress; budget process.** (a) To receive revenue under section  
 70.7 124D.862, the school board of an eligible district must hold at least one formal hearing by  
 70.8 March 1 in the year preceding the current biennium to report to the public its progress in  
 70.9 realizing the goals identified in its plan. At the hearing, the board must provide the public  
 70.10 with longitudinal data demonstrating district and school progress in reducing the disparity  
 70.11 in student academic achievement among all racial and ethnic categories of students and  
 70.12 realizing racial and economic integration, consistent with its plan and the measures in  
 70.13 paragraph (b). The district also must submit to the commissioner by March 1 in the year  
 70.14 preceding the current biennium a detailed biennial budget for continuing to implement  
 70.15 its plan and the commissioner must review and approve or disapprove the budget by  
 70.16 June 1 of that year.

75.34 (b) The longitudinal data required under paragraph (a) must be based on one or  
 75.35 more of the following measures:

76.1 (1) the number of world language proficiency or high achievement certificates  
 76.2 awarded under section 120B.022, subdivision 1, paragraphs (b) and (c);

76.3 (2) student growth and progress toward proficiency in reading or mathematics as  
 76.4 defined under section 120B.299;

76.5 (3) adequate yearly progress under section 120B.35, subdivision 2;

76.6 (4) preparation for postsecondary academic and career opportunities under section  
 76.7 120B.35, subdivision 3, paragraph (c), clause (1);

76.8 (5) rigorous coursework completed under section 120B.35, subdivision 3, paragraph  
 76.9 (c), clause (2); or

76.10 (6) school safety and students' engagement and connection at school under section  
 76.11 120B.35, subdivision 3, paragraph (d).

76.12 Subd. 4. **Evaluation.** The commissioner must evaluate the efficacy of district  
 76.13 plans in reducing the disparity in student academic achievement among all racial and  
 76.14 ethnic categories of students and realizing racial and economic integration and report the  
 76.15 commissioner's findings to the legislative committees with jurisdiction over kindergarten  
 76.16 through grade 12 education by February 1 every fourth year beginning February 1, 2017.

76.17 **EFFECTIVE DATE.** This section is effective for fiscal year 2014 and later.

76.18 Sec. 19. **[124D.862] ACHIEVEMENT AND INTEGRATION REVENUE.**

76.19 Subdivision 1. **Eligibility.** A school district is eligible for achievement and  
 76.20 integration revenue under this section if the district has a biennial achievement and  
 76.21 integration plan approved by the department under section 124D.861.

70.17 (b) The longitudinal data required under paragraph (a) must be based on student  
 70.18 growth and progress toward proficiency in reading, mathematics, and writing, as defined  
 70.19 under section 120B.299, and one or more of the following measures:

70.20 (1) the number of world language proficiency or high achievement certificates  
 70.21 awarded under section 120B.022, subdivision 1, paragraphs (b) and (c);

70.22 (2) adequate yearly progress under section 120B.35, subdivision 2;

70.23 (3) preparation for postsecondary academic and career opportunities under section  
 70.24 120B.35, subdivision 3, paragraph (c), clause (1);

70.25 (4) rigorous coursework completed under section 120B.35, subdivision 3, paragraph  
 70.26 (c), clause (2); or

70.27 (5) school safety and students' engagement and connection at school under section  
 70.28 120B.35, subdivision 3, paragraph (d).

70.29 Subd. 4. **Evaluation.** The commissioner must evaluate the efficacy of district  
 70.30 plans in reducing the disparity in student academic achievement among all racial and  
 70.31 ethnic categories of students and realizing racial and economic integration and report the  
 70.32 commissioner's findings to the kindergarten through grade 12 education committees of the  
 70.33 legislature by February 1 every fourth year beginning February 1, 2017.

70.34 **EFFECTIVE DATE.** This section is effective for fiscal year 2014 and later.

70.35 Sec. 15. **[124D.862] ACHIEVEMENT AND INTEGRATION REVENUE.**

71.1 Subdivision 1. **Eligibility.** A school district is eligible for achievement and  
 71.2 integration revenue under this section if the district has a biennial achievement and  
 71.3 integration plan approved by the department under section 124D.861. Priority for funding  
 71.4 must be given to eligible school districts that include methods that have been effective in  
 71.5 reducing disparities in student achievement in the district's biennial plan.

76.22 Subd. 2. **Achievement and integration revenue.** (a) An eligible district's initial  
 76.23 achievement and integration revenue equals the sum of (1) \$350 times the district's adjusted  
 76.24 pupil units for that year times the ratio of the district's enrollment of protected students  
 76.25 for the previous school year to total enrollment for the previous school year, and (2) the  
 76.26 greater of zero or 65 percent of the difference between the district's integration revenue for  
 76.27 fiscal year 2013 and the district's integration revenue for fiscal year 2014 under clause (1).

76.28 (b) In each year, 0.2 percent of each district's initial achievement and integration  
 76.29 revenue is transferred to the department for the oversight and accountability activities  
 76.30 required under this section and section 124D.861.

76.31 (c) A district that did not meet its achievement goals established in section 124D.861  
 76.32 for the previous biennium must have its initial achievement and integration revenue  
 76.33 reduced by five percent for the current year.

77.1 (d) Any revenue saved by the reductions in paragraph (c) must be proportionately  
 77.2 reallocated on a per-pupil basis to all districts that met their achievement goals in the  
 77.3 previous biennium.

71.6 Subd. 2. **Achievement and integration revenue.** (a) For fiscal year 2014, initial  
 71.7 achievement and integration revenue for an eligible district equals the lesser of the  
 71.8 district's expenditure for the fiscal year under its budget according to subdivision 1a or the  
 71.9 greater of: (1) 90 percent of the district's integration revenue for fiscal year 2013 under  
 71.10 Minnesota Statutes 2012, section 124D.86, or (2) the sum of: (i) \$361 times the district's  
 71.11 adjusted pupil units for the prior fiscal year computed using the pupil unit weights effective  
 71.12 under section 126C.05 for fiscal year 2015 and later, times the district's enrollment of  
 71.13 protected students as a percent of its total enrollment on October 1 of the prior fiscal year,  
 71.14 plus (ii) \$100 times the district's adjusted pupil units for the prior fiscal year computed  
 71.15 using the pupil unit weights effective under section 126C.05 for fiscal year 2015 and later  
 71.16 times the district's enrollment of protected students as a percent of its total enrollment on  
 71.17 October 1 of the prior fiscal year times the district's focus rating for the prior fiscal year  
 71.18 under Minnesota's 2012 Elementary and Secondary Education Act flexibility request.

71.19 (b) For fiscal year 2015 and later, initial achievement and integration revenue for  
 71.20 an eligible district equals the lesser of the district's expenditure for the fiscal year under  
 71.21 its budget according to subdivision 1a or the greater of: (1) 63 percent of the district's  
 71.22 integration revenue for fiscal year 2013 under Minnesota Statutes 2012, section 124D.86,  
 71.23 or (2) the sum of: (i) \$253 times the district's adjusted pupil units for the prior fiscal year  
 71.24 computed using the pupil unit weights effective under section 126C.05 for fiscal year 2015  
 71.25 and later, times the district's enrollment of protected students as a percent of its total  
 71.26 enrollment on October 1 of the prior fiscal year, plus (ii) \$70 times the district's adjusted  
 71.27 pupil units for the prior fiscal year computed using the pupil unit weights effective under  
 71.28 section 126C.05 for fiscal year 2015 and later, times the district's enrollment of protected  
 71.29 students as a percent of its total enrollment on October 1 of the prior fiscal year times the  
 71.30 district's focus rating for the prior fiscal year under Minnesota's 2012 Elementary and  
 71.31 Secondary Education Act flexibility request.

71.32 (c) In each year, .02 percent of each district's initial achievement and integration  
 71.33 revenue is transferred to the Department of Education for the oversight and accountability  
 71.34 activities required under this section and section 124D.861.

71.35 (d) A district that did not meet its achievement goals established in section 124D.861  
 71.36 for the previous biennium must report to the commissioner the reasons why the goals were  
 72.1 not met. The district must submit a two-year improvement plan to achieve the unmet goals  
 72.2 from its achievement and integration plan. A district that does not meet its goals in the  
 72.3 improvement plan must have its initial achievement and integration revenue reduced by  
 72.4 20 percent for the current year.

72.5 (e) Any revenue saved by the reductions in paragraph (d) must be proportionately  
 72.6 reallocated on a per adjusted pupil unit basis to all districts that met their achievement  
 72.7 goals in the previous biennium.

77.4 Subd. 3. **Achievement and integration aid.** A district's achievement and  
 77.5 integration aid equals 70 percent of its achievement and integration revenue.

77.6 Subd. 4. **Achievement and integration levy.** A district's achievement and  
 77.7 integration levy equals the difference between its achievement and integration revenue  
 77.8 and its achievement and integration aid. For Special School District No. 1, Minneapolis,  
 77.9 Independent School District No. 625, St. Paul, and Independent School District No. 709,  
 77.10 Duluth, 100 percent of the levy certified under this subdivision is shifted into the prior  
 77.11 calendar year for purposes of sections 123B.75, subdivision 5, and 127A.441.

77.12 Subd. 5. **Incentive revenue.** An eligible school district's maximum incentive  
 77.13 revenue equals \$10 per adjusted pupil unit. In order to receive this revenue, a district  
 77.14 must be implementing a voluntary plan to reduce racial enrollment disparities through  
 77.15 intradistrict and interdistrict activities that have been approved as a part of the district's  
 77.16 achievement and integration plan.

77.17 Subd. 6. **Revenue reserved.** Integration revenue received under this section must  
 77.18 be reserved and used only for the programs authorized in subdivision 7.

77.19 Subd. 7. **Revenue uses.** (a) At least 80 percent of a district's achievement and  
 77.20 integration revenue received under this section must be used for innovative and integrated  
 77.21 learning environments, school enrollment choices, family engagement activities, and other  
 77.22 approved programs providing direct services to students.

77.23 (b) Up to 20 percent of the revenue may be used for professional development and  
 77.24 staff development activities and placement services.

77.25 (c) No more than ten percent of the total amount of revenue may be spent on  
 77.26 administrative services.

77.27 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2014  
 77.28 and later.

77.29 Sec. 20. **[127A.051] SCHOOL CLIMATE COUNCIL.**

77.30 Subdivision 1. **Establishment and membership.** (a) A multiagency leadership  
 77.31 council is established to improve school climate and school safety so that all Minnesota  
 77.32 students in prekindergarten through grade 12 schools and higher education institutions  
 77.33 are provided with safe and welcoming learning environments in order to maximize each  
 77.34 student's learning potential.

72.8 Subd. 3. **Achievement and integration aid.** A district's achievement and  
 72.9 integration aid for fiscal year 2014 equals the difference between the district's achievement  
 72.10 and integration revenue and its achievement and integration levy. A district's achievement  
 72.11 and integration aid for fiscal year 2015 and later equals the district's achievement and  
 72.12 integration revenue.

72.13 Subd. 4. **Achievement and integration levy.** For fiscal year 2014 only, a district's  
 72.14 achievement and integration levy equals the amount the district was authorized to levy  
 72.15 under Laws 2011, First Special Session chapter 11, article 2, section 49, paragraph (f).

72.16 Subd. 5. **Revenue reserved.** Integration revenue received under this section must  
 72.17 be reserved and used only for the programs authorized in subdivision 6.

72.18 Subd. 6. **Revenue uses.** At least 80 percent of a district's achievement and  
 72.19 integration revenue received under this section must be used for innovative and integrated  
 72.20 learning environments, family engagement activities, and other approved programs  
 72.21 providing direct services to students. Up to 20 percent of the revenue may be used for  
 72.22 professional development and staff development activities, and not more than ten percent  
 72.23 of this share of the revenue may be used for administrative expenditures.

72.24 **EFFECTIVE DATE.** This section is effective for revenue for fiscal year 2014  
 72.25 and later.

77.35 (b) The council shall consist of:

78.1 (1) the commissioners or their designees from the Departments of Education,  
78.2 Health, Human Rights, Human Services, Public Safety, and Corrections, and the Office of  
78.3 Higher Education;

78.4 (2) one representative each from the Board of Teaching, Board of School  
78.5 Administrators, Minnesota School Boards Association, Elementary School Principals  
78.6 Association, Association of Secondary School Principals, and Education Minnesota as  
78.7 selected by each organization;

78.8 (3) two representatives each of student support personnel, parents, and students as  
78.9 selected by the commissioner of education;

78.10 (4) two representatives of local law enforcement as selected by the commissioner of  
78.11 public safety;

78.12 (5) two representatives of the judicial branch as selected by the chief justice of  
78.13 the Supreme Court; and

78.14 (6) one charter school representative selected by the Minnesota Association of  
78.15 Charter Schools.

78.16 Subd. 2. **Duties.** The council must provide leadership for the following activities:

78.17 (1) establishment of norms and standards for prevention, intervention, and support  
78.18 around issues of prohibited conduct;

78.19 (2) advancement of evidence-based policy and best practices to improve school  
78.20 climate and promote school safety; and

78.21 (3) development and dissemination of resources and training for schools and  
78.22 communities about issues of prohibited conduct and other school safety-related issues.

78.23 Sec. 21. **[127A.052] SCHOOL CLIMATE CENTER.**

78.24 (a) The commissioner shall establish a school climate center at the department to  
78.25 help districts and schools under section 121A.031 provide a safe and supportive learning  
78.26 environment and foster academic achievement for all students by focusing on prevention,  
78.27 intervention, support, and recovery. The center must work collaboratively with implicated  
78.28 state agencies identified by the center and schools, communities, and interested individuals  
78.29 and organizations to determine how to best use available resources.

78.30 (b) The center's services shall include:

78.31 (1) evidence-based policy review, development, and dissemination;

78.32 (2) single, point-of-contact services for schools, parents, and students seeking  
78.33 information or other help;

79.1 (3) qualitative and quantitative data gathering, interpretation, and dissemination of  
79.2 summary data for existing reporting systems and student surveys and the identification  
79.3 and pursuit of emerging trends and issues;

79.4 (4) assistance to districts and schools in using Minnesota student survey results to  
79.5 inform intervention and prevention programs;

79.6 (5) education and skill building;

79.7 (6) multisector and multiagency planning and advisory activities incorporating  
79.8 best practices and research; and

79.9 (7) administrative and financial support for school site-based planning, school sites  
79.10 recovering from incidents of violence, and violence prevention education.

79.11 (c) The center shall:

79.12 (1) compile and make available to all districts and schools evidence-based elements  
79.13 and resources to develop and maintain safe and supportive schools;

79.14 (2) establish and maintain a central repository for collecting and analyzing  
79.15 information about prohibited conduct, including but not limited to:

79.16 (i) training materials on strategies and techniques to prevent and appropriately  
79.17 address prohibited conduct;

79.18 (ii) model programming;

79.19 (iii) remedial responses consistent with section 121A.031, subdivision 3, paragraph  
79.20 (g); and

79.21 (iv) other resources for improving the school climate and preventing prohibited  
79.22 conduct;

79.23 (3) assist districts and schools to develop strategies and techniques for effectively  
79.24 communicating with and engaging parents in efforts to protect students from prohibited  
79.25 conduct by other students and adults; and

79.26 (4) solicit input from social media experts on implementing this section.

79.27 (d) The commissioner shall provide administrative services including personnel,  
79.28 budget, payroll and contract services, and staff support for center activities including  
79.29 developing and disseminating materials, providing seminars, and developing and  
79.30 maintaining a Web site. Center staff shall include a center director, a data analyst  
79.31 coordinator, and trainers who provide training to affected state and local organizations  
79.32 under a fee-for-service agreement. The financial, administrative, and staff support the  
79.33 commissioner provides under this section must be based on an annual budget and work  
79.34 program developed by the center and submitted to the commissioner by the center director.

79.35 (e) School climate center staff may consult with school safety center staff at the  
79.36 Department of Public Safety in providing services under this section.

80.1 **EFFECTIVE DATE.** This section is effective beginning July 1, 2013.

72.26 Sec. 16. Minnesota Statutes 2012, section 260C.007, subdivision 19, is amended to read:

72.27 Subd. 19. **Habitual truant.** "Habitual truant" means a child under the age of ~~16~~ 17  
72.28 years who is absent from attendance at school without lawful excuse for seven school days  
72.29 per school year if the child is in elementary school or for one or more class periods on  
72.30 seven school days per school year if the child is in middle school, junior high school, or  
72.31 high school; or a child who is ~~16 or~~ 17 years of age who is absent from attendance at school  
72.32 without lawful excuse for one or more class periods on seven school days per school year  
72.33 and who has not lawfully withdrawn from school under section 120A.22, subdivision 8.

73.1 **EFFECTIVE DATE.** This section is effective for the 2014-2015 school year and  
73.2 later.

73.3 Sec. 17. Laws 2011, First Special Session chapter 11, article 2, section 13, the effective  
73.4 date, is amended to read:

73.5 **EFFECTIVE DATE.** This section is effective the day following final enactment  
73.6 and applies beginning in the ~~2014-2015~~ 2015-2016 school year and later.

73.7 Sec. 18. Laws 2011, First Special Session chapter 11, article 2, section 14, the effective  
73.8 date, is amended to read:

73.9 **EFFECTIVE DATE.** This section is effective the day following final enactment  
73.10 and applies beginning in the ~~2014-2015~~ 2015-2016 school year and later.

73.11 Sec. 19. Laws 2011, First Special Session chapter 11, article 2, section 18, the effective  
73.12 date, is amended to read:

73.13 **EFFECTIVE DATE.** This section is effective the day following final enactment  
73.14 and applies beginning in the ~~2014-2015~~ 2015-2016 school year and later.

73.15 Sec. 20. Laws 2011, First Special Session chapter 11, article 2, section 19, the effective  
73.16 date, is amended to read:



73.17 **EFFECTIVE DATE.** This section is effective the day following final enactment  
 73.18 and applies beginning in the ~~2014-2015~~ 2015-2016 school year and later.

**NOTE: ARTICLE 3, SECTION 12 MOVED TO ARTICLE 2**

**S0978-3**

80.2 Sec. 22. **TEACHER LICENSURE ADVISORY TASK FORCE.**

80.3 (a) A Teacher Licensure Advisory Task Force is established to make  
 80.4 recommendations to the Board of Teaching, the commissioner of education, and the  
 80.5 education committees of the legislature on requirements for: teacher applicants to  
 80.6 demonstrate mastery of basic reading, writing, and mathematics skills through nationally  
 80.7 normed assessments, a basic skills portfolio, or accredited college coursework, among other  
 80.8 methods of demonstrating basic skills mastery; and an alternative licensure pathway for  
 80.9 nonnative English speakers seeking licensure to teach in a language immersion program.

80.10 (b) Task force recommendations on how teacher candidates demonstrate basic skills  
 80.11 mastery must encompass the following criteria:

80.12 (1) assessment content must be relevant to the teacher's subject area licensure;

80.13 (2) the scope of assessment content must be documented in sufficient detail to  
 80.14 correspond to a similarly detailed description of relevant public school curriculum;

80.15 (3) the scope of assessment content must be publicly available and readily accessible  
 80.16 on the Web site of the Board of Teaching and all Minnesota board-approved teacher  
 80.17 preparation programs and institutions;

80.18 (4) the Board of Teaching and all Minnesota board-approved teacher preparation  
 80.19 programs and institutions, upon request, must make available to the public at cost a written  
 80.20 review of the scope of assessment content;

80.21 (5) if applicable, the Board of Teaching and all Minnesota board-approved teacher  
 80.22 preparation programs and institutions annually must post on their Web site up-to-date  
 80.23 longitudinal summary data showing teacher candidates' overall passing rate and the  
 80.24 passing rate for each demographic group of teacher candidates taking a basic skills  
 80.25 assessment in that school year and in previous school years;

80.26 (6) reliable evidence showing assessment content is not culturally biased;

26.21 Sec. 13. **TEACHER LICENSURE ADVISORY TASK FORCE.**

26.22 Subdivision 1. **Establishment and duties.** (a) A Teacher Licensure Advisory  
 26.23 Task Force is established to make recommendations to the Board of Teaching, the  
 26.24 education commissioner, and the education committees of the legislature on requirements  
 26.25 for: teacher applicants to demonstrate mastery of college-level reading, writing, and  
 26.26 mathematics skills through nationally normed assessments, a college-level skills portfolio,  
 26.27 or accredited college coursework, among other methods of demonstrating basic skills  
 26.28 mastery; and an alternative licensure pathway for nonnative English speakers seeking  
 26.29 licensure to teach in a language immersion program.

26.30 (b) Task force recommendations on how teacher candidates demonstrate  
 26.31 college-level skills mastery must encompass the following criteria:

26.32 (1) assessment content must be relevant to the teacher's subject area licensure;

26.33 (2) the scope of assessment content must be documented in sufficient detail to  
 26.34 correspond to a similarly detailed description of relevant public school curriculum;

27.1 (3) the scope of assessment content must be publicly available and readily accessible  
 27.2 on the Web site of the Board of Teaching and all Minnesota board-approved teacher  
 27.3 preparation programs and institutions;

27.4 (4) the Board of Teaching and all Minnesota board-approved teacher preparation  
 27.5 programs and institutions, upon request, must make available to the public at cost a written  
 27.6 review of the scope of assessment content;

27.7 (5) if applicable, the Board of Teaching and all Minnesota board-approved teacher  
 27.8 preparation programs and institutions annually must post on their Web site up-to-date  
 27.9 longitudinal summary data showing teacher candidates' overall passing rate and the  
 27.10 passing rate for each demographic group of teacher candidates taking a college-level skills  
 27.11 assessment in that school year and in previous school years;

27.12 (6) reliable evidence showing assessment content is not culturally biased;

80.27 (7) the Board of Teaching and all Minnesota board-approved teacher preparation  
 80.28 programs and institutions must appropriately accommodate teacher candidates with  
 80.29 documented learning disabilities; and

80.30 (8) if applicable, give timely, detailed feedback to teacher candidates who do not  
 80.31 pass the basic skills assessment sufficient for the candidate to target specific areas of  
 80.32 deficiency for appropriate remediation.

80.33 (c) The Teacher Licensure Advisory Task Force shall be composed of the following  
 80.34 members:

80.35 (1) two members of the Board of Teaching appointed by the board's chair;

81.1 (2) two representatives from the Department of Education appointed by the  
 81.2 commissioner of education;

81.3 (3) two members of the house of representatives appointed by the speaker of the  
 81.4 house, one from the minority party and one from the majority party;

81.5 (4) two members of the senate appointed by the Subcommittee on Committees of  
 81.6 the Committee on Rules and Administration of the senate, one from the minority party  
 81.7 and one from the majority party;

81.8 (5) one elementary school principal from rural Minnesota appointed by the  
 81.9 Minnesota Elementary School Principals Association and one secondary school principal  
 81.10 from the seven-county metropolitan area appointed by the Minnesota Secondary School  
 81.11 Principals Association;

81.12 (6) one licensed and practicing public elementary school teacher and one licensed  
 81.13 and practicing secondary school teacher appointed by Education Minnesota;

81.14 (7) one teacher preparation faculty member each from the University of Minnesota  
 81.15 system appointed by the system president, the Minnesota State Colleges and Universities  
 81.16 system appointed by the system chancellor, and the Minnesota Private Colleges and  
 81.17 Universities system appointed by the Minnesota Private Colleges Council;

81.18 (8) one member of the Nonpublic Education Council appointed by the council; and

81.19 (9) one representative of Minnesota charter schools appointed by the Minnesota  
 81.20 Charter Schools Association.

27.13 (7) the Board of Teaching and all Minnesota board-approved teacher preparation  
 27.14 programs and institutions must appropriately accommodate teacher candidates  
 27.15 with documented learning disabilities, including an appeals process if a request for  
 27.16 accommodations is denied; and

27.17 (8) if applicable, give timely, detailed item analysis feedback to teacher candidates  
 27.18 who do not pass the basic skills assessment sufficient for the candidate to target specific  
 27.19 areas of deficiency for appropriate remediation.

27.20 Subd. 2. **Membership.** The Teacher Licensure Advisory Task Force shall be  
 27.21 composed of the following 20 members appointed by July 15, 2013:

27.22 (1) two members of the Board of Teaching appointed by the board's executive  
 27.23 director;

27.24 (2) two representatives from the Department of Education appointed by the  
 27.25 commissioner of education;

27.26 (3) two members of the house of representatives, one appointed by the speaker of the  
 27.27 house of representatives, and one appointed by the minority leader;

27.28 (4) two senators, one appointed by the Subcommittee on Committees of the  
 27.29 Committee on Rules and Administration, and one appointed by the minority leader;

27.30 (5) one elementary school principal from rural Minnesota appointed by the  
 27.31 Minnesota Elementary School Principals Association and one secondary school principal  
 27.32 from the seven-county metropolitan area appointed by the Minnesota Secondary School  
 27.33 Principals Association;

27.34 (6) one licensed and practicing public elementary school teacher and one licensed  
 27.35 and practicing secondary school teacher appointed by Education Minnesota;

28.1 (7) one teacher preparation faculty member each from the University of Minnesota  
 28.2 system appointed by the system president, the Minnesota State Colleges and Universities  
 28.3 system appointed by the system chancellor, and the Minnesota Private Colleges and  
 28.4 Universities system appointed by the Minnesota Private Colleges Council;

28.5 (8) one member of the nonpublic education council appointed by the council;

28.6 (9) one representative of Minnesota charter schools appointed by the Minnesota  
 28.7 Charter Schools Association;

28.8 (10) two representatives from the business community, appointed by the Minnesota  
 28.9 Chamber of Commerce; and

28.10 (11) one representative from the Minnesota School Boards Association.

81.21 (d) The executive director of the Board of Teaching and the commissioner of  
 81.22 education jointly must convene the task force by August 1, 2013. Task force members  
 81.23 are not eligible for compensation or reimbursement for expenses related to task force  
 81.24 activities. The executive director of the board and the commissioner of education must  
 81.25 provide technical assistance to task force members upon request.

81.26 (e) By February 1, 2014, task force members must submit to the Board of Teaching,  
 81.27 the commissioner of education, and the education committees of the legislature their  
 81.28 written recommendations on requirements for teacher applicants to demonstrate mastery of  
 81.29 basic reading, writing, and mathematics skills and for an alternative licensure pathway for  
 81.30 nonnative English speakers seeking licensure to teach in a language immersion program.

81.31 **EFFECTIVE DATE.** This section is effective the day following final enactment.

81.32 Sec. 23. **SCHOOL CLIMATE CENTER FIRST-YEAR PRIORITIES.**

81.33 (a) During the first year the school climate center operates under Minnesota Statutes,  
 81.34 section 127A.052, the center shall:

82.1 (1) work in partnership with the Department of Public Safety school safety center  
 82.2 and other appropriate entities to establish and staff the school climate council under  
 82.3 Minnesota Statutes, section 127A.051;

82.4 (2) develop and disseminate a model bullying and intimidation prevention policy  
 82.5 for schools;

82.6 (3) provide regional training and technical assistance to schools on best practices for  
 82.7 ensuring a positive school climate;

82.8 (4) collaborate with other entities to establish and make accessible baseline data to  
 82.9 inform and guide efforts to improve the school climate; and

82.10 (5) develop a tool kit, available through the Department of Education Web site, of  
 82.11 current research-based practices that promote positive learning environments and help  
 82.12 repair learning environments when harm occurs, including materials appropriate for use  
 82.13 with diverse and special needs populations.

28.11 Subd. 3. **First meeting; chair.** The executive director of the Board of Teaching  
 28.12 must convene the task force by August 1, 2013, and shall appoint a chair from the  
 28.13 membership of the task force.

28.14 Subd. 4. **Compensation.** Task force members are not eligible for compensation or  
 28.15 reimbursement for expenses related to task force activities.

28.18 Subd. 6. **Report.** By February 1, 2014, task force members must submit to the  
 28.19 Board of Teaching, the education commissioner, and to the chairs and ranking minority  
 28.20 members of the senate and house of representatives committees and divisions with  
 28.21 primary jurisdiction over K-12 education their written recommendations on requirements  
 28.22 for teacher applicants to demonstrate mastery of basic reading, writing, and mathematics  
 28.23 skills and for an alternative licensure pathway for nonnative English speakers seeking  
 28.24 licensure to teach in a language immersion program.

28.25 Subd. 7. **Sunset.** The task force shall sunset the day after submitting the report  
 28.26 under subdivision 6, or February 2, 2014, whichever is earlier.

28.16 Subd. 5. **Support.** The executive director of the board and the commissioner of  
 28.17 education must provide technical assistance to task force members upon request.

28.27 **EFFECTIVE DATE.** This section is effective the day following final enactment.

82.14 (b) When appropriate, and consistent with federal and state data privacy laws,  
 82.15 data under paragraph (a), clause (4), shall be made available for analysis at population  
 82.16 subgroup, school site, and district, regional, and statewide levels.

82.17 Sec. 24. **STUDENT SUPPORT SERVICES; TEAM STAFFING APPROACH.**

82.18 The commissioner of education shall develop and submit to the kindergarten  
 82.19 through grade 12 education policy and finance committees of the legislature by February  
 82.20 1, 2014, recommendations for providing professional support services, including school  
 82.21 counseling, psychology, nursing, social work, and chemical dependency services, to  
 82.22 public school students throughout Minnesota using a team staffing structure. The  
 82.23 recommendations must reflect (i) the extent to which students need academic, career,  
 82.24 personal, social, and early-onset mental health services and (ii) the extent to which  
 82.25 such services or teams do not exist, are incomplete or inadequate given the number of  
 82.26 students implicated, or are not funded or reimbursed from nonstate sources, and where  
 82.27 caseloads for individual team members exceed established professional guidelines or  
 82.28 recommendations by more than 50 percent.

82.29 Sec. 25. **LEVY ADJUSTMENT.**

82.30 The Department of Education must adjust the achievement and integration levy for  
 82.31 taxes payable in 2014 by the difference between the achievement and integration levy for  
 82.32 fiscal year 2014 under section 124D.862 and the amount levied by the district under Laws  
 82.33 2011, First Special Session chapter 11, article 2, section 49, paragraph (f).

28.28 Sec. 14. **STUDENT SUPPORT SERVICES; TEAM STAFFING APPROACH.**

28.29 The commissioner of education shall develop and submit to the kindergarten  
 28.30 through grade 12 education policy and finance committees of the legislature by February  
 28.31 1, 2014, recommendations for providing access to licensed student support services,  
 28.32 including licensed school counselors, licensed school psychologists, licensed school  
 28.33 nurses, licensed school social workers, and licensed chemical health counselors, to public  
 28.34 school students throughout Minnesota using a multidisciplinary team staffing structure.  
 28.35 The recommendations must reflect:

29.1 (1) the extent to which students need academic, career, physical, emotional, social,  
 29.2 and early-onset mental health services to ensure educational achievement, safety and  
 29.3 enhancement of student's physical, emotional, and social well-being;

29.4 (2) the extent to which such services or teams do not exist, are incomplete or  
 29.5 inadequate given the number of students with unmet psychological, social, and health  
 29.6 needs that interfere with learning;

29.7 (3) existing funding streams and opportunities for additional funds to improve  
 29.8 students' access to needed licensed student support services; and

29.9 (4) caseloads and best practices when working to improve access to needed licensed  
 29.10 student support services.

29.11 **EFFECTIVE DATE.** This section is effective the day following final enactment.

**UEH0630-1**

73.19 Sec. 21. **SUCCESS FOR THE FUTURE GRANT APPLICATIONS.**

83.1 Sec. 26. **APPROPRIATIONS.**

83.2 Subdivision 1. **Department.** The sums indicated in this section are appropriated

83.3 from the general fund to the Department of Education for the fiscal years designated.

83.4 Subd. 2. **Integration aid.** For integration aid under Minnesota Statutes, section

83.5 124D.86:

83.6	\$	<u>17,197,000</u>	<u>.....</u>	<u>2014</u>
83.7	\$	<u>0</u>	<u>.....</u>	<u>2015</u>

83.8 The 2014 appropriation includes \$17,197,000 for 2013 and \$0 for 2014.

83.9 The 2015 appropriation includes \$0 for 2014 and \$0 for 2015.

83.10 Subd. 3. **Achievement and integration aid.** For achievement and integration aid

83.11 under Minnesota Statutes, section 124D.862:

83.12	\$	<u>58,911,000</u>	<u>.....</u>	<u>2014</u>
83.13	\$	<u>68,623,000</u>	<u>.....</u>	<u>2015</u>

83.14 The 2014 appropriation includes \$0 for 2013 and \$58,911,000 for 2014.

83.15 The 2015 appropriation includes \$9,273,000 for 2014 and \$59,350,000 for 2015.

83.16 Subd. 4. **Literacy incentive aid.** For literacy incentive aid under Minnesota

83.17 Statutes, section 124D.98:

83.18	\$	<u>52,514,000</u>	<u>.....</u>	<u>2014</u>
83.19	\$	<u>53,818,000</u>	<u>.....</u>	<u>2015</u>

83.20 The 2014 appropriation includes \$6,607,000 for 2013 and \$45,907,000 for 2014.

73.20 A school district may receive a success for the future grant if the school district's

73.21 grant application was postmarked on or before the Department of Education's deadline

73.22 date for application.

73.23 Sec. 22. **APPROPRIATIONS.**

73.24 Subdivision 1. **Department of Education.** The sums indicated in this section are

73.25 appropriated from the general fund to the Department of Education for the fiscal years

73.26 designated.

74.1 Subd. 2. **Integration aid.** For integration aid under Minnesota Statutes, section

74.2 124D.86, and Minnesota Statutes, section 124D.862:

74.3	\$	<u>75,390,000</u>	<u>.....</u>	<u>2014</u>
74.4	\$	<u>68,568,000</u>	<u>.....</u>	<u>2015</u>

74.5 The 2014 appropriation includes \$17,197,000 for 2013 and \$58,193,000 for 2014.

74.6 The 2015 appropriation includes \$9,869,000 for 2014 and \$58,699,000 for 2015.

74.7 Subd. 3. **Literacy incentive aid.** For literacy incentive aid under Minnesota

74.8 Statutes, section 124D.98:

74.9	\$	<u>52,035,000</u>	<u>.....</u>	<u>2014</u>
74.10	\$	<u>53,812,000</u>	<u>.....</u>	<u>2015</u>

74.11 The 2014 appropriation includes \$6,607,000 for 2013 and \$45,428,000 for 2014.

83.21 The 2015 appropriation includes \$7,225,000 for 2014 and \$46,593,000 for 2015.

83.22 Subd. 5. **Interdistrict desegregation or integration transportation grants.** For  
83.23 interdistrict desegregation or integration transportation grants under Minnesota Statutes,  
83.24 section 124D.87:

83.25       \$       13,968,000   ..... 2014

83.26       \$       14,712,000   ..... 2015

83.27 Subd. 6. **Success for the future.** For American Indian success for the future grants  
83.28 under Minnesota Statutes, section 124D.81:

83.29       \$       2,137,000   ..... 2014

83.30       \$       2,137,000   ..... 2015

83.31 The 2014 appropriation includes \$290,000 for 2013 and \$1,847,000 for 2014.

83.32 The 2015 appropriation includes \$290,000 for 2014 and \$1,847,000 for 2015.

84.1 Subd. 7. **American Indian teacher preparation grants.** For joint grants to assist  
84.2 American Indian people to become teachers under Minnesota Statutes, section 122A.63:

84.3       \$       190,000   ..... 2014

84.4       \$       190,000   ..... 2015

84.5 Subd. 8. **Tribal contract schools.** For tribal contract school aid under Minnesota  
84.6 Statutes, section 124D.83:

84.7       \$       2,090,000   ..... 2014

84.8       \$       2,252,000   ..... 2015

84.9 The 2014 appropriation includes \$266,000 for 2013 and \$1,824,000 for 2014.

74.12 The 2015 appropriation includes \$7,704,000 for 2014 and \$46,108,000 for 2015.

74.13 Subd. 4. **Interdistrict desegregation or integration transportation grants.** For  
74.14 interdistrict desegregation or integration transportation grants under Minnesota Statutes,  
74.15 section 124D.87:

74.16       \$       13,968,000   ..... 2014

74.17       \$       14,712,000   ..... 2015

74.18 Subd. 5. **Success for the future.** For American Indian success for the future grants  
74.19 under Minnesota Statutes, section 124D.81:

74.20       \$       2,118,000   ..... 2014

74.21       \$       2,137,000   ..... 2015

74.22 The 2014 appropriation includes \$290,000 for 2013 and \$1,828,000 for 2014.

74.23 The 2015 appropriation includes \$309,000 for 2014 and \$1,828,000 for 2015.

74.24 Subd. 6. **American Indian teacher preparation grants.** For joint grants to assist  
74.25 American Indian people to become teachers under Minnesota Statutes, section 122A.63:

74.26       \$       190,000   ..... 2014

74.27       \$       190,000   ..... 2015

74.28 Subd. 7. **Tribal contract schools.** For tribal contract school aid under Minnesota  
74.29 Statutes, section 124D.83:

74.30       \$       2,052,000   ..... 2014

74.31       \$       2,190,000   ..... 2015

74.32 The 2014 appropriation includes \$266,000 for 2013 and \$1,786,000 for 2014.

84.10 The 2015 appropriation includes \$285,000 for 2014 and \$1,967,000 for 2015.

84.11 Subd. 9. **Early childhood programs at tribal schools.** For early childhood family  
84.12 education programs at tribal contract schools under Minnesota Statutes, section 124D.83,  
84.13 subdivision 4:

84.14	\$	<u>68,000</u>	<u>.....</u>	<u>2014</u>
84.15	\$	<u>68,000</u>	<u>.....</u>	<u>2015</u>

84.16 Subd. 10. **Examination fees; teacher training and support programs.** (a) For  
84.17 students' advanced placement and international baccalaureate examination fees under  
84.18 Minnesota Statutes, section 120B.13, subdivision 3, and the training and related costs  
84.19 for teachers and other interested educators under Minnesota Statutes, section 120B.13,  
84.20 subdivision 1:

84.21	\$	<u>4,500,000</u>	<u>.....</u>	<u>2014</u>
84.22	\$	<u>4,500,000</u>	<u>.....</u>	<u>2015</u>

84.23 (b) The advanced placement program shall receive 75 percent of the appropriation  
84.24 each year and the international baccalaureate program shall receive 25 percent of the  
84.25 appropriation each year. The department, in consultation with representatives of the  
84.26 advanced placement and international baccalaureate programs selected by the Advanced  
84.27 Placement Advisory Council and the Minnesota Association of IB World Schools,  
84.28 respectively, shall determine the amounts of the expenditures each year for examination  
84.29 fees and training and support programs for each program.

84.30 (c) Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least  
84.31 \$500,000 each year is for teachers to attend subject matter summer training programs  
84.32 and follow-up support workshops approved by the advanced placement or international  
84.33 baccalaureate programs. The amount of the subsidy for each teacher attending an  
84.34 advanced placement or international baccalaureate summer training program or workshop  
85.1 shall be the same. The commissioner shall determine the payment process and the amount  
85.2 of the subsidy.

85.3 (d) The commissioner shall pay all examination fees for all students of low-income  
85.4 families under Minnesota Statutes, section 120B.13, subdivision 3, and to the extent  
85.5 of available appropriations shall also pay examination fees for students sitting for an  
85.6 advanced placement examination, international baccalaureate examination, or both.

74.33 The 2015 appropriation includes \$303,000 for 2014 and \$1,887,000 for 2015.

75.1 Subd. 8. **Early childhood programs at tribal schools.** For early childhood family  
75.2 education programs at tribal contract schools under Minnesota Statutes, section 124D.83,  
75.3 subdivision 4:

75.4	\$	<u>68,000</u>	<u>.....</u>	<u>2014</u>
75.5	\$	<u>68,000</u>	<u>.....</u>	<u>2015</u>

75.6 Subd. 9. **Examination fees; teacher training and support programs.** (a) For  
75.7 students' advanced placement and international baccalaureate examination fees under  
75.8 Minnesota Statutes, section 120B.13, subdivision 3, and the training and related costs  
75.9 for teachers and other interested educators under Minnesota Statutes, section 120B.13,  
75.10 subdivision 1:

75.11	\$	<u>4,500,000</u>	<u>.....</u>	<u>2014</u>
75.12	\$	<u>4,500,000</u>	<u>.....</u>	<u>2015</u>

75.13 (b) The advanced placement program shall receive 75 percent of the appropriation  
75.14 each year and the international baccalaureate program shall receive 25 percent of the  
75.15 appropriation each year. The department, in consultation with representatives of the  
75.16 advanced placement and international baccalaureate programs selected by the Advanced  
75.17 Placement Advisory Council and the Minnesota Association of IB World Schools,  
75.18 respectively, shall determine the amounts of the expenditures each year for examination  
75.19 fees and training and support programs for each program.

75.20 (c) Notwithstanding Minnesota Statutes, section 120B.13, subdivision 1, at least  
75.21 \$500,000 each year is for teachers to attend subject matter summer training programs  
75.22 and follow-up support workshops approved by the advanced placement or international  
75.23 baccalaureate programs. The amount of the subsidy for each teacher attending an  
75.24 advanced placement or international baccalaureate summer training program or workshop  
75.25 shall be the same. The commissioner shall determine the payment process and the amount  
75.26 of the subsidy.

75.27 (d) The commissioner shall pay all examination fees for all students of low-income  
75.28 families under Minnesota Statutes, section 120B.13, subdivision 3, and, to the extent  
75.29 of available appropriations, shall also pay examination fees for students sitting for an  
75.30 advanced placement examination, international baccalaureate examination, or both.

85.7 Any balance in the first year does not cancel but is available in the second year.

85.8 Subd. 11. **Concurrent enrollment program.** For concurrent enrollment programs  
85.9 under Minnesota Statutes, section 124D.091:

85.10       \$       2,000,000    .....  2014

85.11       \$       2,000,000    .....  2015

85.12 If the appropriation is insufficient, the commissioner must proportionately reduce  
85.13 the aid payment to each district.

85.14 Any balance in the first year does not cancel but is available in the second year.

85.15 Subd. 12. **Collaborative urban educator.** For the collaborative urban educator  
85.16 grant program:

85.17       \$       776,000    .....  2014

85.18       \$       776,000    .....  2015

85.19 \$224,000 each year is for the Southeast Asian teacher program at Concordia  
85.20 University, St. Paul; \$184,000 each year is for the collaborative educator program at the  
85.21 University of St. Thomas; \$184,000 each year is for the Center for Excellence in Urban  
85.22 Teaching at Hamline University; and \$184,000 each year is for East African teacher  
85.23 educator activities at Augsburg College.

85.24 Any balance in the first year does not cancel but is available in the second year.

85.25 Each institution shall prepare for the legislature, by January 15 of each year, a  
85.26 detailed report regarding the funds used. The report must include the number of teachers  
85.27 prepared as well as the diversity for each cohort of teachers produced.

85.28 Subd. 13. **ServeMinnesota program.** For funding ServeMinnesota programs under  
85.29 Minnesota Statutes, sections 124D.37 to 124D.45:

85.30       \$       900,000    .....  2014

85.31       \$       900,000    .....  2015

75.31 Any balance in the first year does not cancel but is available in the second year.

75.32 Subd. 10. **Concurrent enrollment program.** For concurrent enrollment programs  
75.33 under Minnesota Statutes, section 124D.091:

75.34       \$       2,000,000    .....  2014

75.35       \$       2,000,000    .....  2015

76.1 If the appropriation is insufficient, the commissioner must proportionately reduce  
76.2 the aid payment to each district.

76.3 Any balance in the first year does not cancel but is available in the second year.

76.4 Subd. 11. **Collaborative urban educator.** For the collaborative urban educator  
76.5 grant program:

76.6       \$       528,000    .....  2014

76.7       \$       528,000    .....  2015

76.8 \$200,000 each year is for the Southeast Asian teacher program at Concordia  
76.9 University, St. Paul; \$164,000 each year is for the collaborative educator program at  
76.10 the University of St. Thomas; and \$164,000 each year is for the Center for Excellence  
76.11 in Urban Teaching at Hamline University.

76.12 Any balance in the first year does not cancel but is available in the second year.

76.13 Each institution shall prepare for the legislature, by January 15 of each year, a  
76.14 detailed report regarding the funds used. The report must include the number of teachers  
76.15 prepared as well as the diversity for each cohort of teachers produced.

76.16 Subd. 12. **ServeMinnesota program.** For funding ServeMinnesota programs under  
76.17 Minnesota Statutes, sections 124D.37 to 124D.45:

76.18       \$       900,000    .....  2014

76.19       \$       900,000    .....  2015



85.32 A grantee organization may provide health and child care coverage to the dependents  
85.33 of each participant enrolled in a full-time ServeMinnesota program to the extent such  
85.34 coverage is not otherwise available.

86.1 Subd. 14. **Student organizations.** For student organizations:

86.2 \$ 725,000 ..... 2014

86.3 \$ 725,000 ..... 2015

86.4 \$45,695 each year is for student organizations serving health occupations (HOSA).

86.5 \$42,830 each year is for student organizations serving service occupations (HERO).

86.6 \$100,130 each year is for student organizations serving trade and industry

86.7 occupations (Skills USA, secondary and postsecondary).

86.8 \$95,355 each year is for student organizations serving business occupations (BPA,

86.9 secondary and postsecondary).

86.10 \$149,790 each year is for student organizations serving agriculture occupations

86.11 (FFA, PAS).

86.12 \$142,150 each year is for student organizations serving family and consumer science

86.13 occupations (FCCLA).

86.14 \$108,725 each year is for student organizations serving marketing occupations

86.15 (DECA and DECA collegiate).

86.16 \$40,325 each year is for the Minnesota Foundation for Student Organizations.

86.17 Any balance in the first year does not cancel but is available in the second year.

86.18 Subd. 15. **Early childhood literacy programs.** For early childhood literacy

86.19 programs under Minnesota Statutes, section 119A.50, subdivision 3:

86.20 \$ 4,125,000 ..... 2014

86.21 \$ 4,125,000 ..... 2015

76.20 A grantee organization may provide health and child care coverage to the dependents  
76.21 of each participant enrolled in a full-time ServeMinnesota program to the extent such  
76.22 coverage is not otherwise available.

76.23 Subd. 13. **Student organizations.** For student organizations:

76.24 \$ 725,000 ..... 2014

76.25 \$ 725,000 ..... 2015

76.26 \$46,000 each year is for student organizations serving health occupations (HOSA).

76.27 \$43,000 each year is for student organizations serving service occupations (HERO).

76.28 \$100,000 each year is for student organizations serving trade and industry

76.29 occupations (Skills USA, secondary and postsecondary).

76.30 \$95,000 each year is for student organizations serving business occupations (BPA,

76.31 secondary and postsecondary).

76.32 \$150,000 each year is for student organizations serving agriculture occupations

76.33 (FFA, PAS).

77.1 \$142,000 each year is for student organizations serving family and consumer science

77.2 occupations (FCCLA).

77.3 \$109,000 each year is for student organizations serving marketing occupations

77.4 (DECA and DECA collegiate).

77.5 \$40,000 each year is for the Minnesota Foundation for Student Organizations.

77.6 Any balance in the first year does not cancel but is available in the second year.

77.7 Subd. 14. **Early childhood literacy programs.** For early childhood literacy

77.8 programs under Minnesota Statutes, section 119A.50, subdivision 3:

77.9 \$ 4,875,000 ..... 2014

77.10 \$ 4,875,000 ..... 2015

86.22 Up to \$4,125,000 each year is for leveraging federal and private funding to support  
86.23 AmeriCorps members serving in the Minnesota reading corps program established by  
86.24 ServeMinnesota, including costs associated with the training and teaching of early literacy  
86.25 skills to children age three to grade 3 and the evaluation of the impact of the program  
86.26 under Minnesota Statutes, sections 124D.38, subdivision 2, and 124D.42, subdivision 6.  
  
86.27 Any balance in the first year does not cancel but is available in the second year.  
  
86.28 Subd. 16. **Minnesota math corps program.** For the Minnesota math corps program  
86.29 under Minnesota Statutes, section 124D.42, subdivision 9:

86.30       \$           250,000   ..... 2014

86.31       \$           250,000   ..... 2015

86.32 Any unexpended balance in the first year does not cancel but is available in the  
86.33 second year.

87.1 Subd. 17. **Minnesota Principals' Academy.** For a grant to the University of  
87.2 Minnesota, College of Education and Human Development, for the operation of the  
87.3 Minnesota Principals' Academy:

87.4       \$           235,000   ..... 2014

87.5       \$           215,000   ..... 2015

87.6 Any balance in the first year does not cancel but is available in the second year. The  
87.7 base appropriation for this program for fiscal year 2016 and later is \$250,000.

87.8 Subd. 18. **Regional centers of excellence.** For regional centers of excellence under  
87.9 Minnesota Statutes, section 126C.101, subdivision 4:

87.10       \$           1,500,000   ..... 2014

87.11       \$           3,000,000   ..... 2015

87.12 The base for the regional centers of excellence in fiscal years 2016 and 2017 is  
87.13 \$4,500,000 each year.

77.11 Up to \$4,875,000 each year is for leveraging federal and private funding to support  
77.12 AmeriCorps members serving in the Minnesota Reading Corps program established by  
77.13 ServeMinnesota, including costs associated with the training and teaching of early literacy  
77.14 skills to children age three to grade 3 and the evaluation of the impact of the program  
77.15 under Minnesota Statutes, sections 124D.38, subdivision 2, and 124D.42, subdivision 6.  
  
77.16 Any balance in the first year does not cancel but is available in the second year.  
  
77.17 Subd. 15. **Minnesota math corps program.** For the Minnesota math corps program  
77.18 under Minnesota Statutes, section 124D.42, subdivision 9.

77.19       \$           750,000   ..... 2014

77.20       \$           750,000   ..... 2015

77.21 Any unexpended balance in the first year does not cancel but is available in the  
77.22 second year.

87.14 Subd. 19. **School Climate Center.** For the School Climate Center under Minnesota  
87.15 Statutes, section 127A.052:

87.16	\$	<u>500,000</u>	<u>.....</u>	<u>2014</u>
87.17	\$	<u>500,000</u>	<u>.....</u>	<u>2015</u>

87.18 Subd. 20. **Site decision-making grant program.** For site decision-making grants  
87.19 under Minnesota Statutes, section 123B.04, subdivision 2, paragraph (f):

87.20	\$	<u>200,000</u>	<u>.....</u>	<u>2014</u>
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87.21 An education site having a written achievement contract under Minnesota Statutes,  
87.22 section 123B.04, subdivision 4, agreed to by the school board and the education site,  
87.23 may apply to the commissioner of education for a two-year grant not to exceed \$10 per  
87.24 resident pupil unit at the site in the 2012-2013 school year. Each participating education  
87.25 site and its school board that are the parties to the achievement contract must report  
87.26 annually to the commissioner, in the form and manner determined by the commissioner,  
87.27 on the progress and success of the education site in achieving student or contract goals  
87.28 or other performance expectations or measures contained in the achievement contract.  
87.29 The commissioner must include the substance and an analysis of these reports in the  
87.30 next statewide report under Minnesota Statutes, section 123B.04, subdivision 5, clause  
87.31 (3), evaluating the effectiveness of site management agreements in redesigning learning  
87.32 programs and broadening the definition of student achievement. Any unexpended funds  
87.33 do not cancel but are available in fiscal year 2015.

77.23 Subd. 16. **Alternative compensation.** For alternative teacher compensation aid  
77.24 under Minnesota Statutes, section 122A.415, subdivision 4:

77.25	\$	<u>59,711,000</u>	<u>.....</u>	<u>2015</u>
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77.26 The 2015 appropriation includes \$0 for 2014 and \$59,711,000 for 2015.

77.27 Subd. 17. **Teacher development and evaluation pilot grant program.** For  
77.28 grants to school districts to participate in the teacher development and evaluation pilot  
77.29 grant program:

77.30	\$	<u>683,000</u>	<u>.....</u>	<u>2014</u>
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77.31 This is a onetime appropriation.

**NOTE: ARTICLE 3, SECTION 22, SUBDIVISION 18 MOVED TO ARTICLE 1**